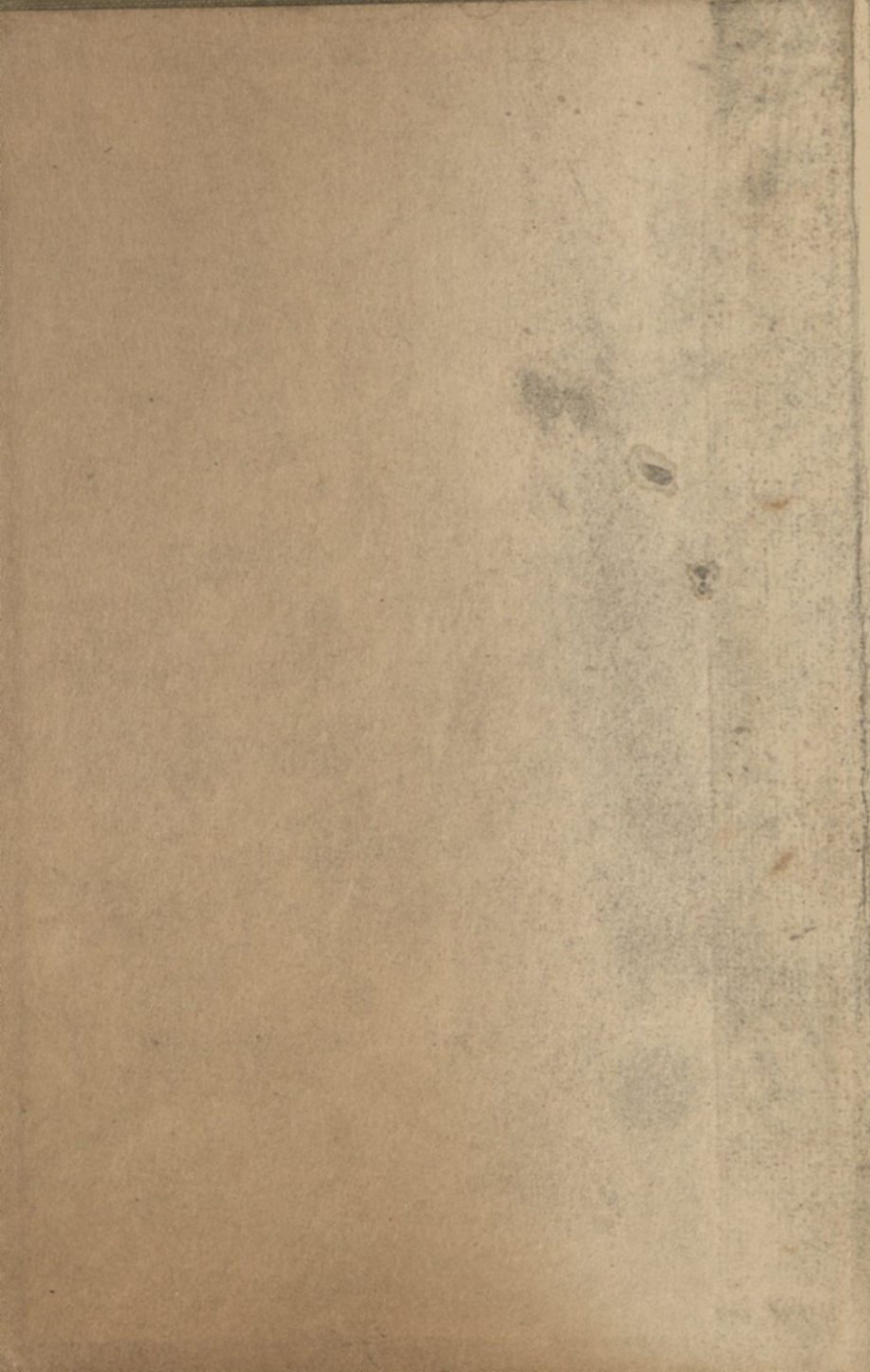


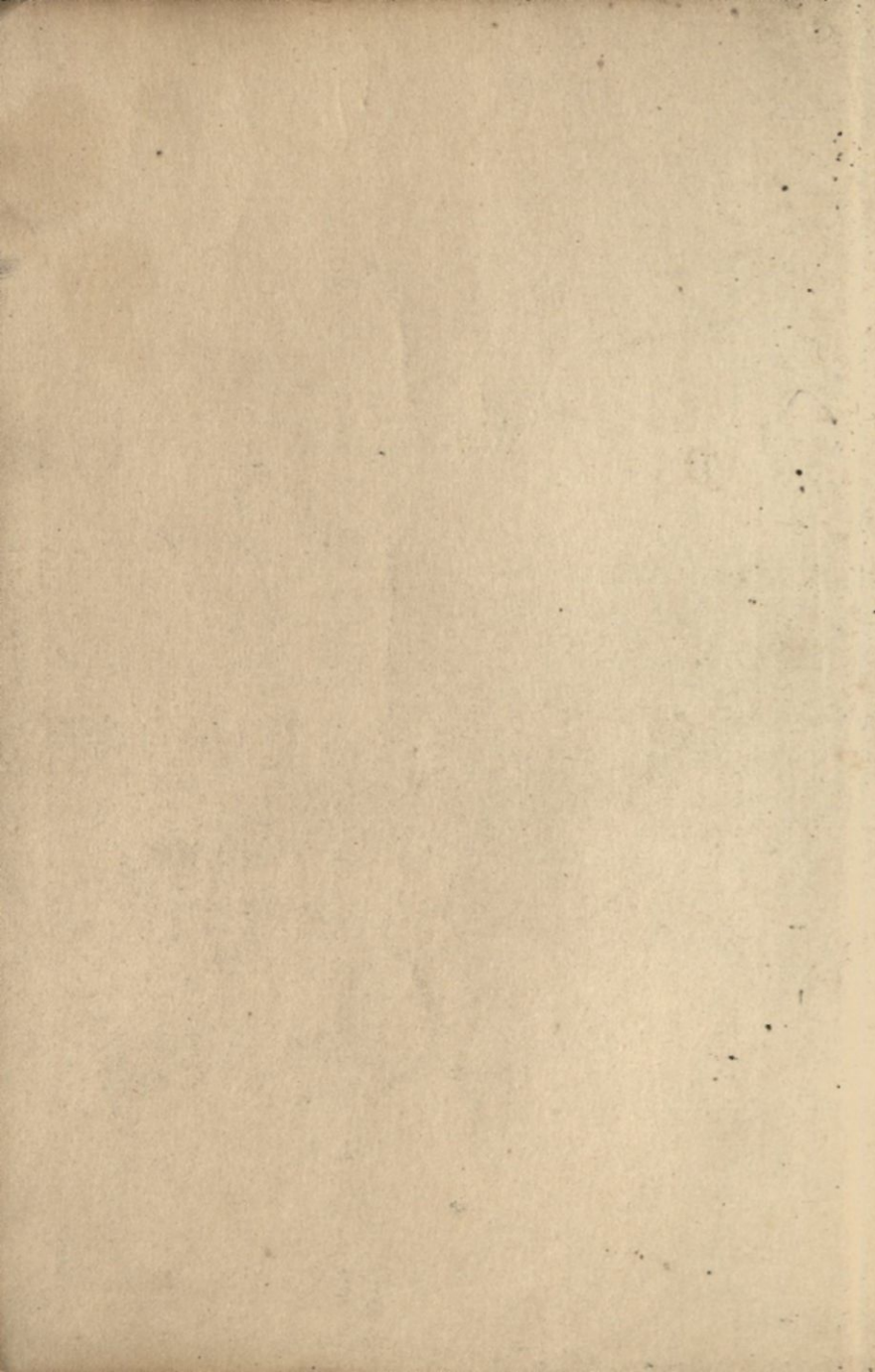


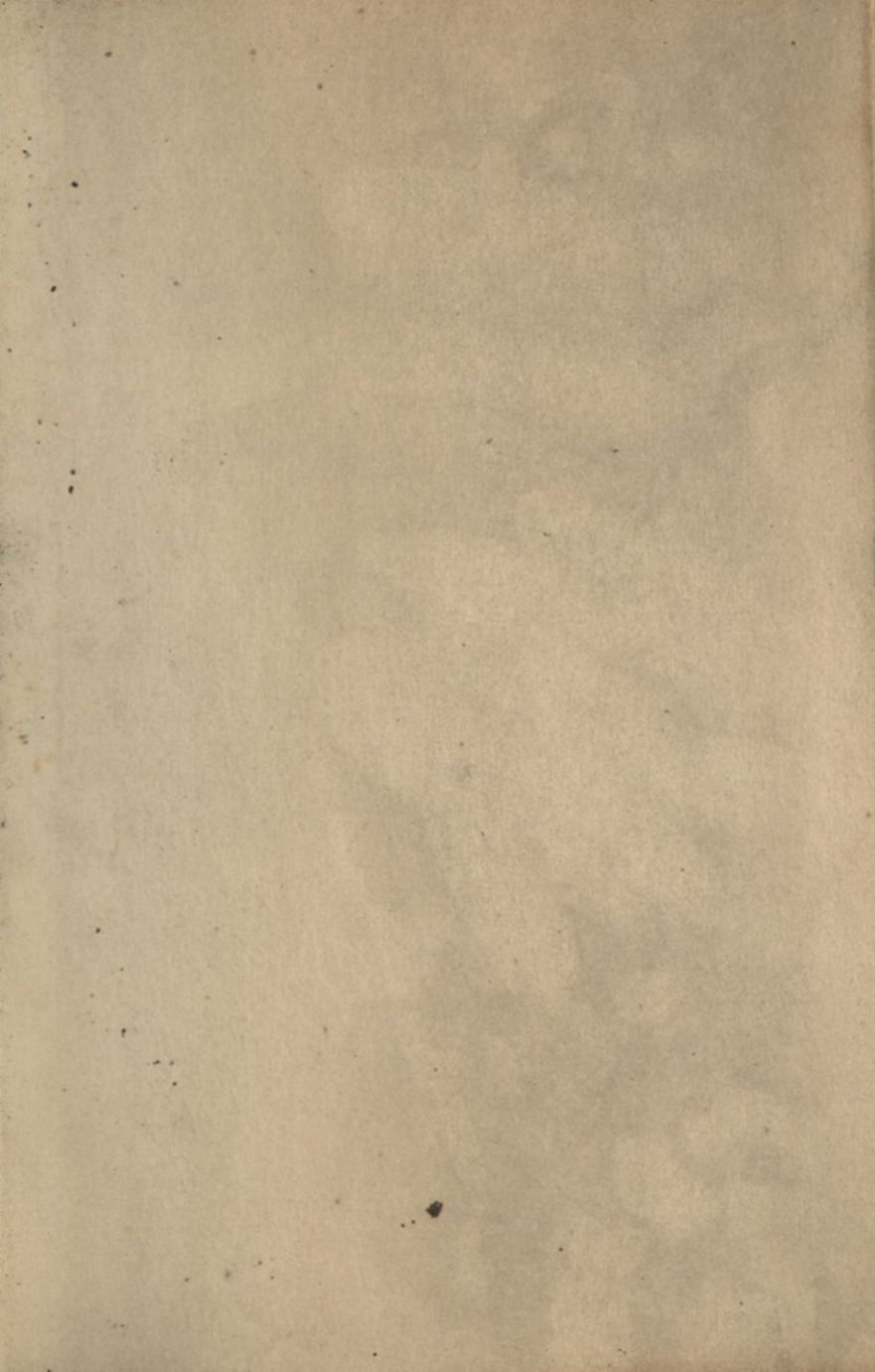
HOENSHIEL'S
ELEMENTARY
GRAMMAR

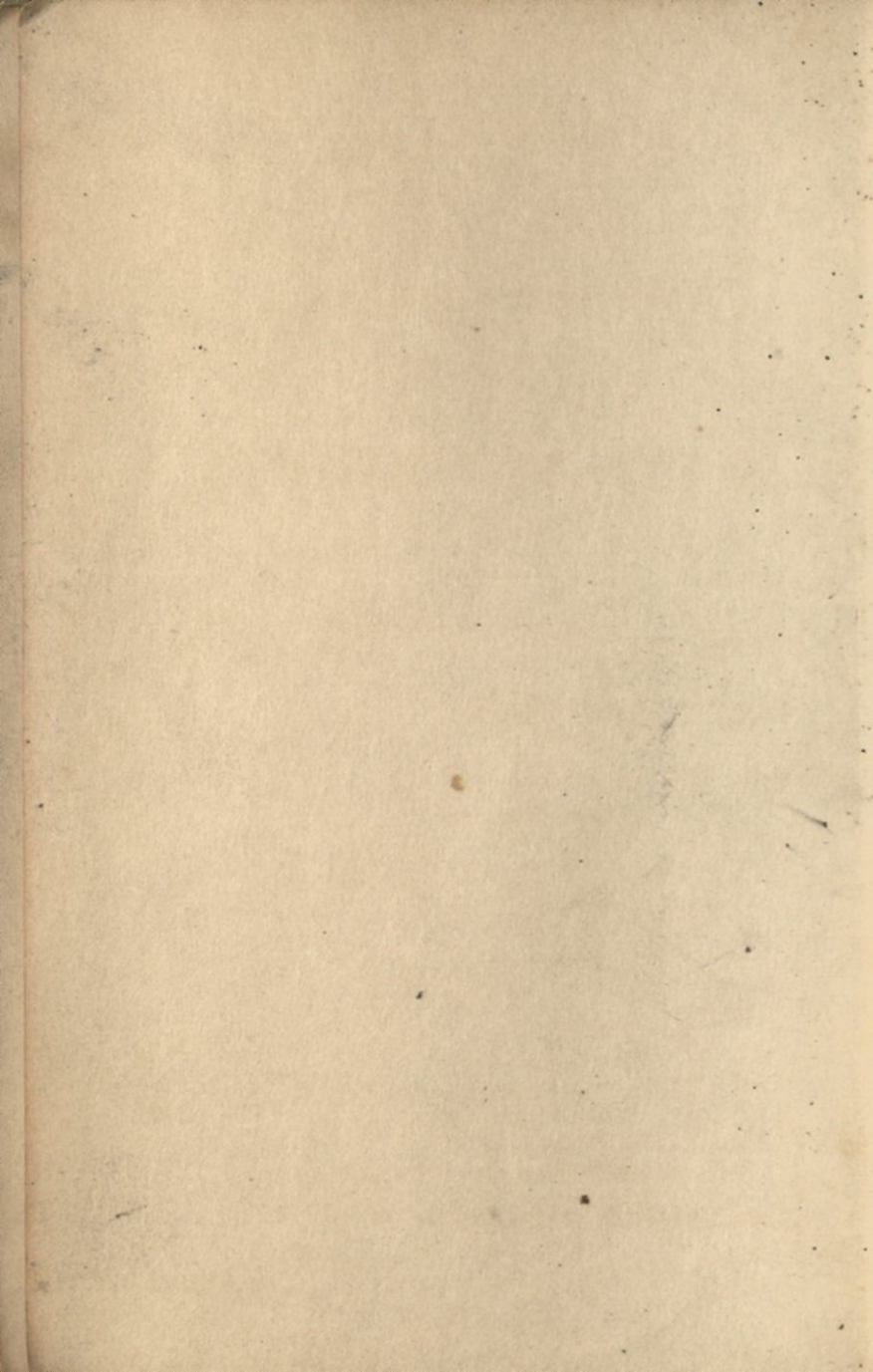


Joseph Mobery

J. S. Mobery







HOENSHEL'S
LANGUAGE LESSONS
AND
ELEMENTARY GRAMMAR.

By

E. J. HOENSHEL, A. M.,

PRESIDENT OF KANSAS NORMAL COLLEGE, AND AUTHOR OF
"COMPLETE GRAMMAR."

NEW YORK - CINCINNATI - CHICAGO
AMERICAN BOOK COMPANY

Copyright 1899, by CRANE & Co.

CONTENTS.

	<i>Page.</i>
FIRST GRADE.....	11
SECOND GRADE.....	23
THIRD GRADE.....	27
FOURTH GRADE.....	85
FIFTH GRADE.....	134

INDEX.

	<i>Page.</i>
Abbreviations.....	47, 138
Active voice.....	182
Address.....	32
Adjective phrase.....	156
Pronouns.....	160
Adjectives.....	62, 104-106, 167-172
Classes of.....	167
Comparison of.....	168-172
Definitive.....	167
Descriptive.....	167
Proper.....	167
Adverb phrase.....	156
Adverbs.....	72-74, 111, 187, 188
Classes of.....	187
Agreement—Pronoun with antecedent.....	161
Verb with subject.....	183
Antecedent.....	157

	<i>Page.</i>
Articles	174, 175
Capitals	28, 34, 35, 42, 48, 137
Case	147-153
Nominative	148
Objective	148
Possessive	97, 98, 151, 152
Command	57
Common gender	135
Common nouns	96, 134
Comparison of adjectives	168-172
Compound personal pronouns	159
Conjunctions	115, 116, 192, 193
Contractions	132, 164, 165
Declarative sentence	58, 86
Declension of personal pronouns	158
Definitive adjectives	167
Descriptive adjectives	167
Diagrams 88-90, 93-95, 99, 104, 105, 114, 116, 150, 184, 196	193
Exclamations	135
Feminine gender	177
Future tense	134-137
Gender	58, 86
Imperative sentence	31
Initials	48
Inquiry	117, 193
Interjections	159
Interrogative pronouns	58, 86
Interrogative sentence	109, 179
Intransitive verbs	178, 179
Irregular verbs	123-125
Letters	135
Masculine gender	134
Modifications	27
Names	30
Christian	30
Surname	135
Neuter gender	148
Nominative case	

	<i>Page.</i>
Nouns	27, 96, 134-154
Common	96, 134
Proper	96, 134
Number of nouns	37, 142-146
Of verbs	183
Object	92
Objective case	148
Participles	177, 178
Passive voice	182
Past tense	177
Person	139-141
Personal pronouns	157, 158
Compound	159
Declension of	158
Phrases	75, 76, 155, 156
Plural number	142
Possessive case	97, 98, 151, 152
Predicate	86, 87
Preposition	112-114, 190, 191
Present tense	177
Pronouns	100-102, 157-164
Adjective	160
Antecedent of	157
Compound personal	159
Declension of	158
Interrogative	159
Personal	157, 158
Proper adjectives	167
Proper nouns	96, 134
Punctuation	32, 34, 48, 50, 57, 64, 107, 137, 138, 186
Quotations	118, 119
Regular verbs	178, 179
Rules of spelling	171, 179
Sentence	58, 85, 86
Declarative	58, 86
Imperative	58, 86
Interrogative	58, 86

	<i>Page.</i>
Series.....	50
Spelling, rules of.....	171, 179
Statement.....	34
Subject.....	86, 87
Tense.....	177
Transitive verbs.....	179
Verbs.....	52-56, 70, 71, 108-110, 172-185
Intransitive.....	109, 179
Participles.....	177, 178
Regular and irregular.....	178, 179
Tense of.....	177
Voice of.....	181, 182

PREFACE.

LANGUAGE BOOKS presenting only work for imitation have had their day. Teachers and superintendents have learned that such books do not bring about the desired result. Something with a better foundation is needed.

* This book is both an elementary grammar and a work on language lessons. It contains work as simple as that found in any language book, but this work is used as an introduction to a scientific statement to follow. The practical and the theoretical are combined in nearly every lesson. The language exercises are as extensive as those in most language books, and the technical work is amply sufficient for an elementary grammar.

As this book does not aim to displace the spelling-book and the reader, it contains neither lists of words to be spelled and pronounced, nor selections to be read.

As novelty and freshness are prime requisites for good language work, few subjects for composition work are given, and no pictures to be

described are inserted. The wide-awake teacher will have no trouble in finding plenty of material for such work.

Some books contain many poems to be turned into prose. Such efforts usually destroy all the beauties of the poem, and lack all the elements of good prose. As this transformation is a difficult task, and one of doubtful utility, it was thought best to give but few such exercises.

It is believed that teachers will find the following distinguishing features in the book:

1. It is practical. No useless lumber has been inserted.

2. It is teachable. No teacher of ordinary ability can fail to grasp the underlying philosophy of the book and be successful with it.

3. Definitions and principles are carefully developed before they are given, and when given they are made brief and comprehensive.

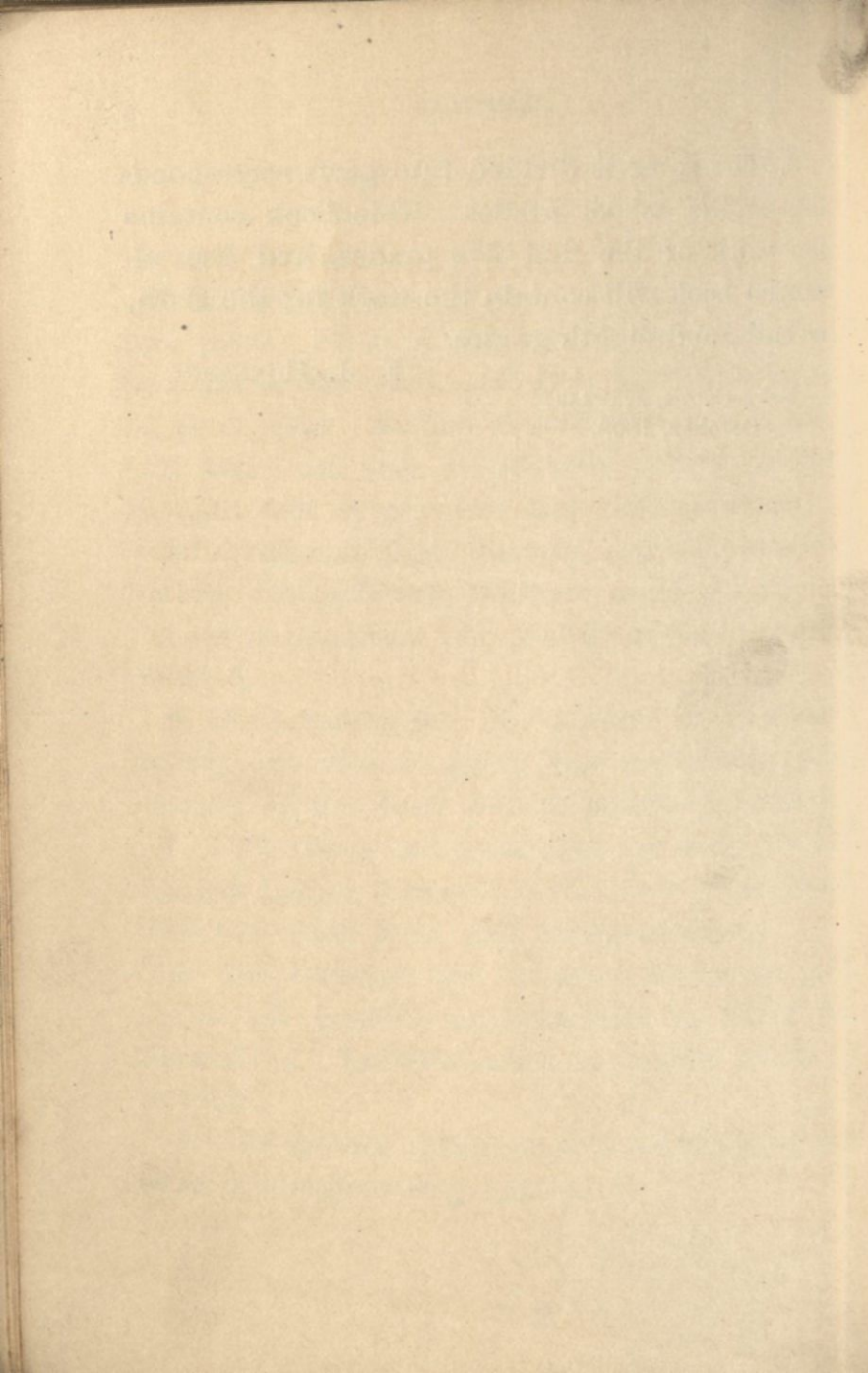
4. The exercises are so arranged as to give pupils all possible opportunities to think for themselves. Imitation-work is avoided as far as possible.

5. The system of diagrams is the simplest and most comprehensive published.

6. The work is divided into parts corresponding to the school grades. This book contains the work of the first five grades, and the advanced book will contain the work for the sixth, seventh, and eighth grades.

E. J. HOENSHEL.

FORT SCOTT, KANSAS,
October, 1898.



ELEMENTARY GRAMMAR.

FIRST GRADE.

(This outline of the work of the first two grades is intended for the teacher.)

DURING the first two years of school life, or while pupils are in the first and second readers, language work can be best taught in connection with reading and the other work of the grade. We shall first point out the connection of language with reading, beginning with the so-called

CHART WORK.

When pupils first enter school, the teacher should endeavor to drive away their "school fright" by pleasant conversation. After their timidity has disappeared, and they are ready for their first lesson in reading, the teacher should select a word that represents some familiar object. *Hat* is a good word, because the object represented is familiar to every child, and is always at hand. First, show a hat. Have the children talk about it, mentioning the different

kinds, the use, etc. This conversation exercise may occupy the entire time of the first recitation, but it is not lost time. After the pupils are ready for the word, write it on the board, but say nothing about the letters composing it. Children speak the word as a whole without thinking of the different vocal elements, and they should learn the visible word as a whole. Have the children talk about the word *hat*, deciding which part of the word is the highest, which the lowest, etc. Then have them trace the word, the teacher guiding the inexperienced hands if necessary. Finally, have them write the word themselves. It may take several recitations to get through with this word.

Next, take the word *cat*. If a real cat is not at hand, a large picture of a cat will answer very well. If neither cat nor picture is at hand, the teacher can say something like this: "I am thinking about a little animal that nearly every family has in the house. Nearly every little boy and girl likes to have one for a pet." By this time there will probably be several hands up to tell you what you are thinking about; but if no one is ready to guess, go on by saying, "This animal often catches rats and mice." Now, all will be

ready to tell you its name. Talk with them about cats. Have them tell you about their own cats, their names, their color, etc. If the entire time of the recitation is taken up with this conversation, it is not lost time. The children are being introduced into school life, and they are learning to think and to express their thoughts—a good training in language.

Now write the word *cat* on the board near the word *hat*. Have the pupils examine the two words and point out where they are alike and where unlike. This will be training them to observe carefully. Then have the pupils write the word. For seat work they can write each word five times, or as many times as the teacher thinks best.

For the next word, the conversation can easily be directed from *cat* to *rat*. With this word, as well as with the nouns to follow, if neither object nor picture is at hand, give a description of the object, and have the pupils guess what you are thinking about, as was suggested in regard to the word *cat*.

Next teach *bat* and *mat*. The pupils have now learned five words, each the name of a familiar object, and the formation differing only in the

first letter. The words *cap*, *man*, and *an* should be taught next, each word preceded by a lively and earnest conversation about the object. The pupils now have eight words, and they should be able to write any one of them at the request of the teacher. For seat work the pupils should write daily all the words they have learned. This will be profitable "busy work."

At this time introduce the word *a*. Its use can easily be developed by conversation about a hat. Now write the words *a hat* on the board, and have the pupils pronounce them as they would in conversation, not giving *a* its long sound. For seat work the pupils can write all the words they have learned, each preceded by *a*. Next teach the words *hen*, *pen*, *pet*, *nest*, *bell*, *dog*, *box*, *top*, *doll*, preceding each word by *a*. Now introduce the word *the*. Have the pupils write *the* before all the words they have learned. They should pronounce the two words together, just as they do in conversation. Teach the words *pin*, *pig*, *cup*, *tub*, *nut*, *jug*, *boy*, and *girl*, using with each either *a* or *the*.

The pupils have now learned to make nearly all the letters, but they do not know their names; at least, the teacher has not taught the names.

It is very likely, however, that they have learned the names of many of them by hearing older pupils use them, or in some other way. It will be observed that, with few exceptions, only one new letter has been introduced at a time. It will also be observed that, with the exception of *a* and *the*, all the words learned represent familiar objects. This will give many opportunities for conversation between teacher and pupils. The vowels of all the nouns learned, except the last two, have the short sound. This arrangement will suit those teachers who prefer the phonic method of teaching reading. The names of other familiar objects can be taught, selecting from the first reader the pupil will use when he takes a book.

The next step is to teach some adjectives. Take a hat in your hand, and by questioning have the pupils give you the word *large*, *black*, or some other familiar adjective. Suppose the first one learned is *black*: then write *a black hat*, or *the black hat*, on the board. For seat work have the pupils write *a black* or *the black* before as many nouns of the list already learned as they think proper. They will probably hesitate before writing *a black nest*, or *a black rat*. They

will be learning to think, and to discriminate in the use of words. Teach in the same way the words *white, large, small, good, new, red*, etc., always having the pupils make phrases with the article, the new adjective, and the different nouns learned. Of course, some of the adjectives cannot well be applied to some of the nouns. *Let the pupils think.* If *old*, or some other adjective beginning with a vowel, is taught, the use of the word *an* should also be taught. Pupils will easily decide that it is better to say "An old hat" than "A old hat." About a dozen adjectives should be learned at this time.

Lead the pupils to give you some such sentence as "The hat is new." Ask them to write it. They will stop at the word *is*, because they have not had it before. Teach them how to write it. By using the word *is* and the nouns and adjectives already learned, many new sentences can be formed. They can write "The dog is large"; "The cat is black"; "The doll is new," etc.

The next step is to teach a few familiar verbs. Suppose the teacher decides to begin with the verb *runs*. By conversation about a dog, it will not be difficult to have the pupils give the sen-

tence, "The dog runs." After learning to write the new word, have them write the sentence. For seat work have them predicate the word *runs* of many of the names learned; or they can change the sentences by introducing into each a different adjective; as, "The large dog runs" "The black dog runs"; "The white hen runs," etc. In the same way teach and use the verbs *plays, barks, walks, jumps, sees*, and probably a few others. Teachers will readily see that a large number of sentences can be formed from the few words already learned.

Teach the plural of the nouns already learned, beginning with the word *hats*. After the word has been given by the pupils, write it on the board, and have pupils compare it with *hat*. They will soon discover what should be added to a noun to make it "mean more than one." For seat work they can make all the nouns learned plural.

Then teach the plural form of the verb. Pupils will easily decide that "The dogs bark" is the proper form, not "The dogs barks." Lead them to discover that when the *s* is added to the noun it is not added to the verb. For seat work have the pupils use the plural form of each noun

with as many of the verbs already learned as they can. Teach the word *are*. Many new sentences can be formed now by using a plural subject, the verb *are*, and a predicate adjective.

The interrogative (asking) sentence can easily be taught. Take an object in your hand, and request the pupils to ask you questions about it. Suppose the sentence selected is, "Is the hat small?" Have the pupils write it. As no new words are in the sentence, they will very likely write it correctly. Teach them to put an interrogation point after each sentence that asks a question. For seat work, have the pupils ask as many questions about some object (naming it) as they can. Suppose you select *rat*. They can write, "Is the rat large?" "Is the rat old?" and many others. By selecting different nouns, and introducing different adjectives, you can extend this work almost indefinitely without introducing new words.

Teach the word *on*. Place the bell on the table, and ask where it is. The pupils will answer, "The bell is on the table." Ask them to write it. They will stop at the word *on*, because they have not had it before. Write it for them. Many new sentences can now be formed

from the words already learned. Teach the word *in*. More new sentences can now be formed. Teach one or two proper names, selecting those familiar to the children, and beginning each with a capital. Teach the word *has*. Plenty of seat work will now suggest itself.

The pupils are now ready for the first reader. They have not learned as many words as some teachers may wish, but, if the method presented has been faithfully followed, they have had the words so many times and in so many different positions that they readily recognize them as soon as they see them. Besides, they have learned to think, and to construct sentences of their own.

Before taking the reader, the change from script to print should be made. Write on the board some such sentence as "The boy has a bat," and print the same directly under it. Nearly every pupil will read the printed sentence correctly on the first trial. Two or three days will be sufficient to make the change.

FIRST READER.

Since all first readers introduce new words too rapidly, many new sentences should be written on the board, using the new words in connection

with words already familiar. In this way the new words given in one lesson of the book can often be divided into two or three lessons. With proper guidance by the teacher, the pupils can write the sentences themselves. Suppose the following sentences occur in the lesson: "See the fat duck. Nell has fed it. Is the duck large?" The pupils can write: "The duck is large and white. Ann sees the duck on the pond." The sentences will not be those the children have heard older pupils read almost every day, but they will be new.

Talk about the pictures of the lesson. Have pupils tell the story or facts of the lesson in their own words.

The other language work of this grade can be placed under the heads of Description, Story-Telling, and Number Work.

DESCRIPTION.

Descriptions of objects and pictures form a valuable exercise in language training. This work is so generally known that but little need be said on the subject.

Pupils should be trained to see things in their relations to other objects. If they learn to see

in this manner, they will learn to think and to express themselves in the same manner. Every teacher of experience knows that one great defect of children's compositions is found in sentence-connecting, or rather, in the lack of connection. In describing a picture, a pupil will say: "I see a table. There is a book on the table." If he had been properly trained to see and to express himself, he would have said, "I see a table on which there is a book"; or, "I see a table on which a book is lying."

Sometimes have the children describe acts performed in their presence. One child can perform some act, and another can tell or describe what he did; as, "Clarence picked up the book and handed it to John." "Mary went to the desk, picked up her slate, and wrote *cat* on it." True, these sentences are short, but they tell things in their natural order, and thus lay the foundation for future composition work.

STORY-TELLING.

This is a profitable exercise. The teacher should be supplied with a number of interesting stories suited to the capacity of children. At a certain time (just after the opening exer-

cises is a good time) the teacher should tell a good story. After she has told it, carefully and logically presenting the particulars, she should ask one of the children to rise and tell the story. If the pupil in telling it uses an incorrect word or idiom, the teacher should simply suggest or give the correct term, and let the child go on. The other children should be ready to give any important part omitted by the one talking. After most of the children can reproduce this story fairly well, the teacher should tell another. After the pupils are familiar with a number of stories, the teacher can say, when the story-time has come, "Who wants to tell us a story this morning?" Probably several hands will be raised. The teacher can select some pupil to rise and tell a story of his own selection. His selection, however, should be limited to those told by the teacher or approved by her. By a little experience, and by watching the children carefully, the teacher will soon learn what kind of stories children prefer. A story can be interesting and instructive at the same time.

NUMBER WORK.

A large part of the number work can be so

arranged as to give training in language. Such tables as these can be placed on the board:

2 dogs + 3 dogs.

1 doll + 2 dolls.

4 apples - 1 apple.

While reciting, the pupil is expected "to tell a story" about each of the problems; as, "Two dogs were playing in the yard, and three more dogs came. Then there were five dogs in the yard." "If I had four apples and should eat one, I would have three apples left." Many different stories can be made from each problem placed on the board, and each child should be encouraged to make a story different from those made by the other children.

SECOND GRADE.

The language work of this grade will consist largely of that of the previous grade continued and extended.

SECOND READER.

While in this reader the pupils can write original supplementary reading, as suggested for the

first reader. They should tell the story of the lesson in their own words. Frequently they should write the story in their own words. Sometimes have them tell or write other stories that the pictures might suggest. At other times have them suggest a picture that could be made to illustrate the lesson. If the lesson already has a picture, another picture can be suggested that will illustrate other points of the lesson. Sometimes give a suggestive topic, and ask the pupils to write about it. You might say, for instance, "Henry went to the woods to gather nuts; tell what he saw and what happened." By proper encouragement and training, teachers will find that their pupils will soon write little stories about as sensible as many now found in some of our readers.

DESCRIPTIONS.

Written descriptions of objects and pictures form an important part of the language work of this grade. Before the descriptions are written they should be developed orally by means of conversational lessons, as explained in the work for the first grade.

Pupils can also write descriptions of objects

seen from the window, on the street, at home, or on the way to school.

STORY-TELLING.

The reproduction of stories should be continued. This reproduction should be oral, except when the stories are quite short and simple.

NUMBER WORK.

The language work in connection with number work should be continued and extended. Longer problems can be placed on the board; as,

$$4 \text{ cents} + 2 \text{ cents} - 3 \text{ cents.}$$

"I had four cents, and my brother gave me two more. I then bought a pencil for three cents, and had three cents left."

The work can be placed on the board without giving names to the numbers; as,

$$6 + 5$$

$$9 - 4 + 2$$

Different stories can be made by giving different names to the numbers. As the work should be written in this grade, the pupils will be learning to spell, and they will be learning to spell at the very best time; that is, when they want to

use the words. Pupils should not be allowed to guess at the spelling of a word. If they do not know how to spell it, they should find out from the teacher. Guessing spellers are poor spellers.

THIRD GRADE.

To the Teacher: In addition to the work outlined here, pupils should write one composition each week. This may be a description of some object, picture, journey, etc., or it may be a reproduction of a story told or read to the children. Usually, two days should be given to each composition. The first day the sentences should be developed by conversation about the subject, and then written. The second day the sentences should be carefully rewritten, and properly arranged and combined. Each composition should represent the pupil's best efforts. A few compositions, each the result of careful thought and patient effort, are much more profitable than many written without thought or effort.

The topics for composition work are not given, because each teacher can make a better selection for her class than can any author.

For this grade, then, the language work for each week will consist of three lessons from the book, and one composition.

LESSON I.

NAMES.—NOUNS.

1. Write your name.
2. Write the names of three of your friends.
3. Write the name of the city or town in or near which you live.
4. Write the name of some other town in your county.

5. Write the name of some place you would like to visit.

6. Write the names of three things you see in the school-room.

7. Write the names of three things you have at home.

8. Write the names of three animals.

9. Write the names of three things you can eat.

10. Write the names of two things a boy carries in his pocket.

11. Carefully examine the names that you have written, and you will notice that—

1. ***Some words are the names of persons, some are the names of places, and some are the names of things.**

2. **Names of persons and places should begin with a capital.**

12. **Names are called Nouns.**

* Statements in this type should be developed from the work just preceding, and should then be committed by the pupils.

LESSON II.

NOUNS.

1. Write three nouns that are the names of countries in Europe.
2. Write three nouns that are the names of cities in the United States.
3. Write four nouns that are the names of persons of whom you have read.
4. Write five nouns that are the names of things seen in a city.
5. Write two nouns that are the names of great men.
6. Write two nouns that are the names of rivers.
7. Write two nouns that are the names of mountains.
8. Write two nouns that are the names of large buildings.
9. Write two nouns that are the names of plants.
10. Write two nouns that are the names of offices to which people are elected.

LESSON III.

CHRISTIAN NAMES.—SURNAME.

1. Write your full name.
2. Write the name of your father.
3. Write the name of your brother or sister.

Which part of the names you have just written is the same for all the members of the family?

The last name is called the **FAMILY NAME**, or **SURNAME**.

The first name is called the **GIVEN NAME**, or the **CHRISTIAN NAME**.

A person may have more than one Christian name; as, *William Henry King, Oliver Hazard Perry Fulton.*

4. Write the name of some one that has two Christian names.
5. Write your teacher's surname.
6. Write the surname of one of your neighbors.
7. Write the full name of five of your school mates, and draw one line under each Christian name and two lines under each surname.

LESSON IV.

INITIALS.

1. Write the name of some one that has two Christian names.

2. Write the name again, using only the first letter of each part of the Christian name.

3. Write the name of the most populous State in the United States.

4. Write it again, using only the first letter of each part of the name.

5. Write the name of a town that is made up of two words; as, **Fort Scott**.

6. Write the name again, using only the first letter of each part of the name.

The first letter of a word is called its **INITIAL**. When initials are used instead of the name of a person or place, they should be capitals, and a period should be placed after each.

7. Write the initials of your name.

8. Write the initials of the Governor of this State.

9. Write the initials of the President of the United States.

10. Write the initials of the superintendent of schools.

LESSON V.

NAME AND ADDRESS.

1. Write your name and address; thus—

Henry Weaver,
Mendon,
Ohio.

Lottie Harris,
1118 Main St.,
Springfield,
Missouri.

Notice the use of the period and comma in writing the address.

2. Write the name and address of some one who does not live in your town.
3. Write the name and address of some one to whom you write.
4. Write the name and address of some one that formerly lived near you, but has moved away.
5. Write the names and addresses of three men, beginning each name with **Mr.**
6. Write the names and addresses of three women, beginning each name with **Mrs.**
7. Write the names and addresses of three girls, beginning each name with **Miss.**

LESSON VI.

REVIEW.

1. Write the names of five schoolmates, and point out the given name and the surname of each.

2. Write the initials of your father's name.

3. Give one rule for the use of the period.

4. Give two rules for the use of capitals.

5. Name the materials of which the following objects are made :

a shoe

a coat

a desk

a bottle

a hat

a book

6. Write the names of five materials of which clothing is made.*

7. Write the names of four materials of which money is made.

8. Write five nouns that are names of things that grow in the ground.

9. Write five nouns that are names of things that are kept in a grocery.

*In writing the nouns asked for, pupils should not use the same noun twice. In all written work, repetition should be avoided as much as possible. In trying to think of new words, they will be learning to think, will be increasing their vocabulary, and will be learning to spell.

10. Write five nouns that are names of play-things.

11. Write five nouns that are names of things kept in a hardware store.

LESSON VII.

STATEMENTS.

1. Name an animal, and tell something about it; thus, "The dog barks."

2. Tell something about—

a cat, a horse, birds.

3. State something about—

a tree, a book, boys.

A group of words so arranged as to tell something is a **STATEMENT**.

A statement should begin with a capital and close with a period.

4. Write a statement about—

flowers, chalk, a fish, a squirrel, a river.

5. Write a statement about yourself.

What word did you use instead of your own name?

The word **I**, used for your own name, should be a capital letter.

6. Use the word **I**, and make a statement telling—

1. Three things you saw on your way to school.
 2. Two things you like to do.
-

LESSON VIII.

"IS" AND "ARE"; "WAS" AND "WERE,"

1. Write a statement about a boy, using the word **is**.

2. Write a statement about boys, using the word **are**.

3. Write a statement about a dog, using the word **was**.

4. Write a statement about dogs, using the word **were**.

5. Write two statements, using the word **is** in each statement.

6. Write two statements, using the word **are** in each statement.

7. Write two statements, using the word **was** in each statement.

8. Write two statements, using the word **were** in each statement.

Use **IS** and **WAS** when speaking or writing of one.

Use **ARE** and **WERE** when speaking or writing of more than one.

LESSON IX.

STATEMENTS — Continued.

Write a statement about—

1. Something that swims.
2. Something that lives in the air.
3. Something that burrows in the ground.
4. Something that a farmer raises.
5. Something for which your State is noted.
6. Something seen in the sky.
7. Something found in the mountains.
8. Something found in the forest.
9. Some animal that has different homes for winter and summer.
10. A useful metal.
11. Something not found in your city or county.
12. Something not found in the United States.
13. A domestic animal.
14. A wild animal.

LESSON X.

NOUNS—MORE THAN ONE.

1. Change these nouns to mean more than one:

boy, girl, bird, flower, apple.

What letter did you add to make them mean more than one?

2. Copy the following:

one box

a dress

one inch

two boxes

several dresses

many inches

What was added to the above nouns to make them mean more than one?

To nouns ending in **S, SH, CH, or X**, we add **ES** to make them mean more than one.

3. Change these nouns to make them mean more than one:

fox

match

bench

glass

dish

church

watch

bush

4. Write a statement about more than one house.

5. Write a statement about more than one tooth.

6. After changing the words given in paragraph 3 to mean more than one, use each one in a statement.

LESSON XI.

REVIEW.

1. Fill these blanks with **is** or **are**.

1. These peaches — not ripe.
2. This pencil — too short.
3. John and Robert — good boys.
4. The dog or the cat — in the house.
5. The birds — singing.
6. — the birds singing?
7. — the apples ripe?
8. The book — new.
9. The trees — tall.
10. The horse — black.
11. — the horse black?
12. The boys — happy.

2. Write the preceding statements again, filling the blanks with **was** or **were**.

LESSON XII.

REVIEW.

1. Change **is** to **are** and **are** to **is**, and write these statements correctly.

1. The apple is sour.
2. The benches are long.
3. These men are sick.
4. The gate is made of iron.

5. Those oxen are black.
6. The man is rich.
7. The bunches are too large.
8. The stove is made of iron.
9. The lamp is bright.
10. The picture is large.
11. This mouse is timid.
12. These women are old.

2. Change **was** to **were** and **were** to **was**, and write these statements correctly :

1. The boys were sick.
2. The mouse was afraid of the cat.
3. The ducks were swimming in the pond.
4. The man was a soldier.
5. The egg was in the nest.
6. The bridges were old.
7. Was the stone in the water?
8. Were the geese white?

LESSON XIII.

STATEMENTS—Continued.—“**HAVE**” AND “**HAS**.”

1. Copy these statements, and notice carefully the use of **have** and **has**:

1. The girl has a doll.
2. Girls have dolls.
3. He has torn his book.
4. They have torn their books.
5. I have a knife.

Use **HAS** when speaking or writing about one.

Use **HAVE** when speaking or writing about more than one, or about yourself.

2. Use **have** or **has**, and make a statement about —

children, men, coach, sled.

3. Write three statements, using the word **has** in each.

4. Write three statements, using the word **have** in each.

5. Write a statement beginning with each of these words, and use **have** or **has** in each statement:

I, you, we, he, she, they, one, some, many.

LESSON XIV.

REVIEW.

1. Fill these blanks with **have** or **has**:

1. Birds — claws.
2. The little girls — gone to school.
3. I — three books.
4. The boy — gone home.
5. Lucy or Mary — come back.

6. Lucy and Mary — come back.
7. — the doors hinges?
8. — the lion a mane?
9. Some schools — many pupils.
10. We — studied our language lesson.

2. Change **have** to **has** and **has** to **have**, and write correctly :

1. A tiger has four feet.
2. The ships have sails.
3. The child has been crying.
4. The boys have gone.
5. The chicken has feathers.
6. Has the boat arrived?
7. Have the mice been caught?
8. The book has leaves.
9. The boy has been reciting his lesson.
10. Has the baby teeth?

LESSON XV.

REVIEW.

1. Use **is** or **are**, and write a statement beginning with—
we, she, he, they, you, it.
2. Write the statements again, using **was** or **were**.
3. Use **have** or **has**, and make a statement beginning with—
I, you, we, they, apples.

4. Fill each of these blanks with three of the following words: **is, are, has, have, was, were.** Complete the statements by adding other words.

1. A tall tree —.
 2. Many beautiful flowers —.
 3. A dog and a cat —.
 4. My mother and I —.
 5. The bicycle —.
 6. The street-cars —.
-

LESSON XVI.

NAMES.—STATEMENTS.

1. Write the names of—

1. The days of the week.
2. The four seasons.
3. The three winter months.
4. The three spring months.
5. The three summer months.
6. The three fall months.

The names of the months and the days of the week should begin with capitals, but the names of the seasons should not.

2. Write a statement about—

1. This month.
2. This season of the year.
3. The first month of the year.
4. The last month of the year.

5. The shortest month.
 6. The hottest month.
 7. The first day of the week.
 8. The last day of the week.
-

LESSON XVII.

STATEMENTS — Continued.

1. Write a statement naming the different parts of a chair.
2. Write statements telling the use of each part.
3. Write statements telling the use of a chair.
4. Combine your statements so that they will form a story about a chair.
5. Write a statement naming the different parts of a table.
6. Write statements telling the use of each part.
7. Write a statement telling the use of a table.
8. Write a statement naming the different kinds of tables.
9. Combine your statements so that they will form a story about tables.

LESSON XVIII.

REVIEW.

1. Write a statement, using a noun that is the name of—

a flower	a bird	a fish	an insect
a tree	a vegetable	a fruit	a mineral

2. Write a statement about something that is made of—

iron	wool	bone	silver
leather	cotton	gold	wood

3. Use each of these words in a statement:

seeds	stems	branches	color
roots	leaves	buds	brook

LESSON XIX.

1. Use these words correctly in statements:

ate, eight;	do, dew;
new, knew;	blue, blew;
fore, four;	beech, beach;
knows, nose;	pane, pain.

2. Try to use each pair of the above words in one statement; as, "The wind blew off the little girl's blue bonnet."

LESSON XX.

REVIEW.

1. Give two rules for the use of the period.
2. Give six rules for the use of capitals.
3. When should you use **is? are? was? were?**
has? have?
4. Write a statement telling something that
you learn—
by seeing, by hearing, by tasting, by feeling. ✓
5. Use each of these words in a statement, tell-
ing what each is, or to what it belongs:

claws
gable
paws

sole
fleece
bill

fur
mane
spur

wrist
horns
belfry

LESSON XXI.

DOGS.

1. Write one or more statements telling some-
thing about—
 1. The size.
 2. The color.
 3. The different kinds.

4. The covering of the body.
 5. How they defend themselves.
 6. Their use.
 7. A dog you have seen or heard of.
2. Arrange and combine all your statements so that they will form a story or essay about dogs.
-

LESSON XXII.

1. Use these words correctly in statements:

bow, bough;	so, sew, sow;
great, grate;	die, dye;
stake, steak;	some, sum;
here, hear;	to, too, two;
him, hymn;	toe, tow.

2. Fill each of these blanks with **to**, **too**, or **two**:

1. He went — the door.
2. The girl is — sick — go.
3. This lesson is — long.
4. The man was — old — walk — miles.

3. Fill these blanks with **here** or **hear**:

1. My father was — to-day.
2. Did you — the organ?
3. I will stand — and — what you say.

LESSON XXIII.

ABBREVIATIONS.

1. Sometimes we use more than one letter of a name, instead of using only the initial. This shortened form is called an **abbreviation**.

2. A period should be used after each abbreviation.

3. Learn these abbreviations :

Jan.	Apr.	Oct.
Feb.	Aug.	Nov.
Mar.	Sept.	Dec.

NOTE.—May, June, and July should not be abbreviated.

4. The following are the abbreviations for the days of the week :

Sun.	Tues.	Thurs.	Sat.
Mon.	Wed.	Fri.	

5. The following abbreviations are often used :

Ave., Avenue ; ✓	Mrs., Mistress ; *
Dr., Doctor ; ✓	No., Number ; ✓
Esq., Esquire ; ✓	Rev., Reverend ; ✓
Mr., Mister ; ✓	St., Street ; ✓
Prof., Professor ; ✓	Pres., President. ✓

6. Write the names and addresses of different persons, using the abbreviations given in paragraph 5.

*Pronounced Missis.

LESSON XXIV

THE INQUIRY.

1. Copy these questions, and examine them closely :

1. Was Mary here ?
2. Can Henry read ?

A question is also called an **INQUIRY**.

An inquiry should begin with a capital and close with a question mark (interrogation point).

2. Write an inquiry about —

a bell	the sun	school
a tiger	glass	an oak tree

3. Write an inquiry, using the word —

is	have	were	he
are	was	I	they
you	we	has	not

4. Use each of these words in an inquiry and a statement :

oranges, snow rain, hail.

LESSON XXV.

1. Change these statements to inquiries, using the same words :

1. This little boy is asleep.
2. His name is Victor.
3. He will not sleep long.
4. His dog is waiting for him.

2. Change these inquiries to statements, using the same words :

1. Is the man at home ?
2. Has a bird wings ?
3. Are China and Japan at war ?
4. Has Ingalls been senator ?
5. Have the children been playing ?

3. From the words in each of these groups, make an inquiry and a statement :

1. August, sun, in, the, hot, is.
2. Language lesson, shall, my, morning, this, I, study.
3. When, late, the, was, snow, train, the, was, deep.
4. The, has, large, little, pale, black, a, kitten, girl.

LESSON XXVI.

PUNCTUATION.

1. Copy these statements, and examine them carefully :

1. Robert and Mary are good children.
2. Robert, Mary, and Lizzie are good children.
3. The farmer raises wheat and corn.
4. The farmer raises wheat, corn, and oats.

You will notice that in the first and the third sentence there are two words used alike, while in the second and the fourth there are three words used alike. Three or more words used in this way are called a **series**.

More than two words of the same kind following one after another are called a SERIES.

A comma should be placed after each word of a series, except the last.

The word AND should be used only between the last two words of a series.

2. Write a statement about —

1. Five things used in a kitchen.
2. Four kinds of trees.
3. Three things that are black.
4. Two things a farmer raises.

3. Write a statement and an inquiry about —

1. Four things used in a school-room.
2. Three things used in a parlor.
3. Five things seen in the country.

LESSON XXVII

REVIEW.

1. Write an inquiry about—
 1. Three winter amusements.
 2. Five domestic animals.
 3. Five wild animals.
2. Write a statement about five things that are kept in a grocery.
3. Write a statement about five things that are used as playthings.
4. Write a statement about five things that are kept in a hardware store.
5. Write a statement about five quadrupeds (four-footed animals).
6. Write a statement about six kinds of trees.
7. Write a statement about six kinds of birds.
8. Write a statement about five kinds of materials used in building houses.
9. Write an inquiry about six things that are used for food.
10. Write a statement about four kinds of meat.

LESSON XXVIII.

CATS.

Write an essay about the cat, using the following outline :

- | | |
|------------------------------|--------------------------------|
| 1. The size. | 4. The claws. |
| 2. The color. | 5. How they defend themselves. |
| 3. The covering of the body. | 6. Their use. |

In writing the essay, tell all you can about each part of the outline.

LESSON XXIX.

THE VERB.

1. Copy these statements :

1. Birds sing.
2. The wind blows.
3. Frogs jump.

Which of the above words are nouns? Which words express action?

Words that express action are called VERBS.

2. Name the verbs and nouns in these statements :

1. Men walk.
2. The bell rings.
3. The tree falls.

4. Flowers bloom.
5. The people shout.
6. The engine whistles.

3. Supply verbs for these nouns:

- | | |
|---------------|-----------------|
| 1. Monkeys —. | 6. The cars —. |
| 2. Fire —. | 7. Wasps —. |
| 3. Snow —. | 8. Lions —. |
| 4. Water —. | 9. Kites —. |
| 5. Indians —. | 10. The army —. |

4. Supply nouns for these verbs:

- | | |
|-------------|---------------|
| 1. — bloom. | 7. — purrs. |
| 2. — leap. | 8. — hisses. |
| 3. — chirp. | 9. — cackles. |
| 4. — climb. | 10. — neighs. |
| 5. — crawl. | 11. — laughs. |
| 6. — roars. | 12. — dives. |

LESSON XXX.

THE VERB—Continued.

1. Place three verbs after each of these nouns:

1. The dog — — —.
2. A bee — — —.
3. The farmer — — —.

2. Place three nouns before each of these verbs:

1. — — — fly.
2. — — — run.
3. — — — swim.
4. — — — walk.

3. Select the verbs and nouns in these sentences :

1. The spider soon caught the fly.
 2. The sun shone brightly on the lake.
 3. The sailors sang joyfully.
 4. Heavy masses of fog floated across the mountains.
 5. The visitor passed through the gate.
 6. Swallows build nests under the eaves of houses.
 7. I walked to the church.
 8. The river flows down the valley.
 9. The child met me on the road.
 10. The blind man fell into the river.
-

LESSON XXXI.

THE VERB—Continued.

1. Copy these statements, and examine the verbs carefully :

- | | |
|----------------------|---------------|
| 1. Birds sing. | 5. I read. |
| 2. The bird sings. | 6. You read. |
| 3. John and Mary go. | 7. He reads. |
| 4. John goes. | 8. They read. |

Verbs ending in **S** or **ES** are used in statements and inquiries about one.

Verbs do not end in **S** or **ES** when used with **I** or **YOU** in statements and inquiries about one.

2. Write three statements about more than one.

3. Write three statements, using a verb that ends in **s**.

4. Write two statements, using a verb that ends in **es**.

5. Correct these statements; if they are incorrect:

1. Judith and Lucy goes to school.
 2. I sees you.
 3. The children plays ball.
 4. The boys does not study.
 5. The horse trot slowly.
 6. The squirrels barks.
 7. The wolves howl.
 8. Ships sail over the ocean.
-

LESSON XXXII.

VERBS—Continued.

1. Change these statements and inquiries so that they shall speak of more than one:

1. The man walks fast.
2. The child goes to school.
3. Does the boy study?
4. The lamb plays.
5. Does the eagle fly?

2. Change these statements and inquiries so that they shall speak of only one:

1. Do the Germans like music?

2. Indians hunt.
3. Monkeys chatter.
4. Do geese live in the water?
5. The mice go into the trap.

3. Write a statement and an inquiry about two persons or things, using **go** or **goes**.

4. Write a statement and an inquiry about two persons or things, using **do** or **does**.

5. Write a statement about two persons or things, using **try** or **tries**.

LESSON XXXIII.

STATEMENTS—Continued.

To the Teacher: Besides making the subject and predicate agree, the pupils should add modifying words and phrases sufficient to make full statements. Example: "The rivers flow slowly through the wide valleys."

1. Here are some unfinished statements. Make them complete by adding other words. If necessary, change the form of the noun:

- | | |
|---------------------|-----------------------|
| 1. Rivers — flow. | 6. Ducks — quacks. |
| 2. Hunter — shoots. | 7. Soldier — marches. |
| 3. Tree — grow. | 8. Farmers — plows. |
| 4. Child — play. | 9. Wolf — howl. |
| 5. Hens — cackles. | 10. Train — stop. ✓ |

2. Complete the preceding statements again, adding different words, and changing the form of the verb wherever a change is necessary.

LESSON XXXIV.

THE COMMAND.

1. Copy these groups of words:

1. Bring me your knife.
2. Do not swear, boys.

Do these groups state something? Do they ask a question? Do they order or request something to be done?

A group of words that orders or requests something to be done is a **COMMAND**.

A command should begin with a capital and end with a period.

2. Copy these commands and inquiries, and notice carefully the use of the comma:

1. Stella, close the door.
2. Obey your parents, children.
3. Come and see me, Samuel, whenever you can.
4. Mother, may I go with you?
5. Who wrote to you, Alice?
6. Can you, Jennie, solve this problem?

3. Write two commands and two inquiries,

using the name of the person addressed for the first word.

4. Write two commands and two inquiries, using the name of the person addressed for the last word.

5. Write two commands and two inquiries, placing the name of the person addressed in the middle.

6. Write a statement, an inquiry, and a command with each of these words:

John	children	mother
truth	quiet	pencil

LESSON XXXV.

SENTENCES.

Statements, inquiries, and commands are all called **SENTENCES**.

A statement is a **DECLARATIVE** Sentence.

An inquiry is an **INTERROGATIVE** Sentence.

A command is an **IMPERATIVE** Sentence.

Write a declarative sentence, an interrogative sentence, and an imperative sentence, with each of these words:

kind	brave	books	Albert
ink	noise	fire	window


LESSON XXXVI.

REVIEW.

1. Write sentences about apples, answering the following questions :

1. Where do they grow ?
2. What is the outside called ?
3. What is the center called ?
4. Where are the seeds ?
5. What colors do apples have ?
6. What is the size ?
7. Of what use are they ?

2. Combine your sentences so as to make a connected essay. Do not use the word **apples** more than three times.



LESSON XXXVII.

REVIEW.

1. Use these words correctly in sentences :

buy, by;	knot, not;
dear, deer;	meat, meet;
eye, I;	right, write;
hour, our;	son, sun;
know, no;	there, their;
heal, heel;	wood, would.

2. Try to use each pair of the above words in one sentence.

LESSON XXXVIII.

REVIEW.

1. Write three sentences about—

oxen	school	fair days
boats	vacation	dark days

2. Write an interrogative sentence about—

stars	water	rain
clouds	sailors	grass

LESSON XXXIX.

REVIEW.

1. Write a sentence about four things used in sewing.
2. Write a sentence about four colors.
3. Write a sentence about six kinds of house-work, each ending in *ing*.
4. Write a sentence about three things made of steel.
5. Write a sentence about something made of clay.
6. Write a sentence about something made of brass.

7. Write a sentence about something made of chalk.
 8. Write a sentence about two things made of tin.
-

LESSON XL.

REVIEW.

1. Write answers to the following:
 1. What is a noun?
 2. What is a verb?
 3. What is a statement?
 4. What is an inquiry?
 5. What is a command?
 6. What is a declarative sentence?
 7. What is an interrogative sentence?
 8. What is an imperative sentence?
2. Give three rules for the use of the period.
3. Give three rules for the use of capitals.
4. Write a sentence having a series of nouns.
5. Write a sentence having a series of verbs.

LESSON XLI.

THE ADJECTIVE.

1. Copy these sentences :

1. The tree was tall.
2. The apple is sweet.

What word tells what kind of tree is meant? What word tells the kind or quality of the apple?

A word that tells the kind or quality of an object is called an ADJECTIVE.

The adjective often precedes the noun; as, a sweet apple.

2. Name the adjectives in these sentences :

1. Pretty girls and brave boys are found in many countries.
2. A large, tall, green tree is standing in the beautiful meadow.
3. The baby has blue eyes, red cheeks, and curly hair.
4. Fresh water is a pleasant drink.
5. Dear, patient, gentle Nell was gone.

3. Write eight sentences, using a different adjective with each of these nouns :

snow.	grass	sky	ball
paper	knife	wood	ice

4. Copy the following words, placing the nouns, the verbs, and the adjectives in separate columns :

pretty	garden	girl	weeps	cat
Tom	beautiful	hears	Carlo	sour
long	Springfield	soft	sweet	goes
hard	Rover	blue	chews	cow

LESSON XLII.

ADJECTIVES—Continued.

Use each of these adjectives in a sentence.
Use a different noun for each adjective :

Write the best sentences you can. Do not simply say, "The mountain is high," but say, "The top of the high mountain is covered with snow."

high	low	green	white
black	blue	yellow	red
brown	long	short	slow
swift	straight	crooked	useful
hot	cold	beautiful	sharp
square	gentle	sweet	sour
bitter	white	old	new

LESSON XLIII.

ADJECTIVES—Continued.—PUNCTUATION.

1. Copy these sentences, and notice the use of the comma, and the word **and**:

1. A long, crooked path leads to the woods.
2. The path is long and crooked.

2. Use two adjectives in a sentence with each of these nouns. Do not repeat.* Place the adjectives before the nouns:

chair, apple, peach, stove.

3. Write your sentences again, placing the adjectives after the nouns.

4. Use three adjectives in a sentence with each of these nouns. Place the adjectives before the nouns:

* eagles, mountains, bees, a ball.

5. Write the sentences again, placing the adjectives after the nouns.

*When the pupil is required to select and use a list of words of any part of speech, it is not expected that he will use the same word twice. If teachers will insist on this, they will soon see quite an increase in the vocabulary of their pupils.

LESSON XLIV.

SKATING, AND RIDING A BICYCLE.

Write about these two sports, telling fully what each is, when practiced, the pleasures of each, the objections to each. Close by telling which you prefer, and give the reasons for your choice.

LESSON XLV.

REVIEW.

1. Use each pair of these words in a sentence:

be, bee;

lain, lane;

beet, beat;

made, maid;

flower, flour;

pale, pail;

threw, through;

read, red;

weak, week;

steal, steel.

2. Combine each group of statements into one.

- | | | | |
|------|-------------------|------|---------------------------------|
| 1. { | Gold is heavy. | 2. { | A book is on the table. |
| | Gold is yellow. | | A bell is on the table. |
| | Gold is precious. | | A box is on the table. |
| 3. { | The dog runs. | 4. { | A tall tree is in the field. |
| | The dog barks. | | A slender tree is in the field. |
| | The dog plays. | | A maple tree is in the field. |

LESSON XLVI.

1. Here are two lists of nouns. Select two words, one from each list, and use them in a sentence so that the word from the second list will tell of what some object in the first list is made; thus, "Flour is made of wheat."

(1)	(2)
calico ✓	wheat ✓
a saw ✓	cotton
linen ✓	horn ✓
shoes ✓	wool ✓
flour ✓	leather ✓
flannel	flax
combs	flour ✓
bread	steel ✓

2. Name the nouns, verbs, and adjectives in these sentences:

1. A good name will help you.
2. Humboldt found the potato in Mexico.
3. A pretty bird sang a sweet song.
4. The little brook flows through the small valley.
5. Africa produces wild animals.

LESSON XLVII.

REVIEW.

Write a sentence for each two of these adjectives; thus, "The apple is mellow, but the peach is hard."

mellow, hard;

heavy, light;

clear, muddy;

long, short;

thick, thin;

sunny, cloudy;

rich, poor;

wide, narrow;

dull, sharp;

smooth, rough;

shallow, deep;

warm, cool;

feeble, strong;

straight, crooked.

LESSON XLVIII.

1. Supply words to make a complete sentence out of each group of words:

1. Hungry hunter — gun — woods — day.

2. Saw — deer — tree.

3. Shot — missed — home — started.

4. Way — home — rabbit — dog.

5. Something — eat — supper.

2. Combine the complete sentences into a connected story.

LESSON XLIX.

REVIEW.

1. Write a declarative sentence about—

1. Three things that are sour.
2. Three things that are sweet.
3. Three things that are hard.
4. Three things that are soft.

2. Write an interrogative sentence about—

1. Three things that are heavy.
2. Three things that are light.
3. Three things that are beautiful.
4. Three things that are dangerous.

3. Use three adjectives to describe—

a boy	glass	a doll	snow
a cat	a horse	ice	the sea

LESSON L.

REVIEW.

1. Name the nouns, verbs, and adjectives in these sentences:

1. A fairy workman hides in every dimpled finger.

2. The wealthy merchant bought many nice presents for his daughter.
3. The tall elm bends.
4. The turbid torrent roared.
5. The vivid lightning flashes.
6. The brave leader fell.
7. The great Napoleon was conquered.
8. The victorious army of Alexander marched a long distance.

2. Write four sentences, each containing a verb, two nouns, and two adjectives.

LESSON LI.

Use each of these words in a sentence:

ball, bawl;

bell, belle;

bear, bare;

flee, flea;

grown, groan;

hare, hair;

male, mail;

oar, ore;

sell, cell;

tax, tacks.

LESSON LII.

THE VERB—Continued.

1. Examine this sentence :

The field is large.

In this sentence the word **is** is a verb, but it does not express action. It simply asserts existence or being.

A word that expresses action or being is a VERB.

2. Sometimes a verb consists of more than one word ; as—

1. Mary **can** read.
2. The train **has** gone.
3. The letter **should have been** written.
4. We **are** studying grammar.
5. **Has** the ball **been** found ?

3. Name the verbs in these sentences :

1. Leaves fall to the ground.
2. I know it.
3. Where is he ?
4. We are reading about the lion.
5. The colt **has** been running in the meadow.

4. Use each of these verbs in a sentence :

has been, is running, should learn, can be seen,
will choose, shall be chosen.

5. Write five sentences, each having a verb composed of two words.

6. Write three sentences, each having a verb composed of three words.

7. Try to write a verb composed of four words.

LESSON LIII.

REVIEW.

Pick out the nouns, verbs, and adjectives in these sentences :

1. A good name is a great treasure.
2. Music is the medicine of the mind.
3. Many precious stones come from Africa.
4. A bobolink and a robin sang a sweet duet.
5. The family mourned for the dead mother.
6. The horse has great strength.
7. Abraham Lincoln has been called a martyr.
8. Jennie is happy because she is good.
9. The boys are playing ball.
10. Lucy was invited to a large party.

LESSON LIV.

THE ADVERB.

1. Name the words in these sentences that tell how something is done :

1. The boy writes well.
2. The snow melts rapidly.

2. Name the words in these sentences that tell when something is done :

1. The boy writes now.
2. The snow will soon melt.

3. Name the words in these sentences that tell where something is done :

1. The boy writes here.
2. The snow will melt yonder.

✓ Words that tell how, when, or where a thing is done are **ADVERBS**.

✓ 4. Do the adverbs in paragraphs 1, 2, and 3 modify nouns or verbs?

5. Write a sentence with each of these adverbs :

early	often	always	kindly
rarely	quietly	bravely	gently
then	there	to-day	quickly

6. Write two sentences, each containing an adverb telling how something is done.

7. Write two sentences, each containing an adverb telling when something is done.

8. Write two sentences, each containing an adverb telling where something is done.

LESSON LV.

THE ADVERB—Continued.

1. Copy these sentences :

1. He writes well.

2. The pitcher is here.

What word tells **how** he writes? What word tells **where** the pitcher is?

Well and **here** are **adverbs**, modifying the verbs **writes** and **is**.

3. The apple is very sweet.

4. You came too soon.

What part of speech is **sweet**? What word tells **how** sweet? What does **soon** tell? What part of speech is **soon**? What word tells **how** soon?

In these sentences **very** and **too** are **adverbs**.

In the first sentence **well** modifies the verb **writes**; in the second, **here** modifies the verb **is**; in the third,

very modifies the adjective **sweet**; in the fourth, **soon** modifies the verb **came** and **too** modifies the adverb **soon**.

A word used to modify a verb, an adjective, or an adverb, is an ADVERB.

2. Write four sentences in which an adverb modifies a verb.

3. Write two sentences in which an adverb modifies an adjective.

4. Write two sentences in which an adverb modifies an adverb.

5. Copy these adjectives and adverbs :

<i>Adjectives.</i>	<i>Adverbs.</i>	<i>Adjectives.</i>	<i>Adverbs.</i>
quick	quickly	bright	brightly
bold	boldly	bad	badly
nice	nicely	sweet	sweetly
rapid	rapidly	careless	carelessly

How are the adverbs in the above list made ?

6. Write two sentences, each containing three adjectives and two adverbs.

LESSON LVI.

REVIEW.

1. Add at least one adjective and one adverb to each of these sentences :

1. Scholars study.
2. Men work.
3. The wind blows.
4. The girls sew.
5. The fire burns.
6. The cat and the dog played.
7. The girl laughed.
8. The sun rises.
9. Ships sail.
10. Lions roar.

2. Write the sentences again, adding still more words ; as, "Sometimes the lions of Africa roar very loud when a storm is raging."

LESSON LVII.

THE PHRASE.

1. Examine these groups of words :

ripe apples

a truthful child

in the house

under the tree

Are the above words properly put together? Does each group express a complete thought?

A group of words properly put together, but not expressing a thought, is a **PHRASE**.

2. Copy the following groups of words. Write the sentences in one column, the phrases in another, and those which are neither sentences nor phrases in a third :

- | | |
|-----------------------|----------------------------|
| 1. Fell heavily. | 7. There was a heavy rain. |
| 2. Covered with snow. | 8. To the city. |
| 3. The grass is tall. | 9. Speak the truth. |
| 4. City to the. | 10. The ground was covered |
| 5. Over the barn. | with snow. |
| 6. Careful thinking. | 11. Grass tall. |

3. Add phrases to these sentences :

- The birds fly —.
- Axes are made —.
- The house stands —.
- The largest city — is —.
- The lambs play —.

4. Write ten sentences, each containing a phrase.

LESSON LVIII.

REVIEW.

Add to each of these sentences at least one adjective, one adverb, and one phrase :

- Boys study.
- Waves dashed.
- The soldiers wore uniforms.

4. The speaker was applauded.
 5. Houses are built.
 6. Books should be read.
 7. The sun is shining.
 8. Snow falls.
 9. The visitor will be here.
 10. The deer fled.
 11. The boy attends school.
 12. Christmas comes.
-

LESSON LIX.

REVIEW.

Enlarge these sentences by adding several modifiers to each. Example: "Birds fly." "At the approach of cold weather, many birds fly toward the south in search of a warmer climate."

1. The horse drinks.
2. The boy was punished.
3. The whole earth smiles.
4. That dog growls.
5. Those books have been read.
6. Locomotives whistle.
7. The boat glides.
8. Columbus discovered America.
9. Stars shine.
10. The clock strikes.
11. I saw a beggar.
12. The battle was fought.

LESSON LX.

Use each of these words in a sentence:

all, awl;	peace, piece;
bow, beau;	read, reed;
fare, fair;	rode, road, rowed;
fir, fur;	sole, soul;
flew, flue;	seam, seem;
in, inn;	way, weigh.

LESSON LXI.

Use each of these phrases in a sentence:

- | | |
|-----------------------------|--------------------------------------|
| 1. Nearly finished. | 9. As soon as possible. |
| 2. In the sea. | 10. Without his books. |
| 3. Over the mountain. | 11. Almost at home. |
| 4. Running along the road. | 12. For his sake. |
| 5. On the roll of honor. | 13. From New York to London. |
| 6. On the top of the house. | 14. At the bottom of the sea. |
| 7. Very frequently. | 15. In the center of a large forest. |
| 8. In Mary's hands. | |

LESSON LXII.

Make sentences out of these words and phrases :

1. The children, of Jack the Giant-killer, with the story, were delighted.
2. Completely wrecked, a terrific storm, the frail vessel.
3. Along the river's bank, the trees, the force of the torrent, during the storm, uprooted.
4. Are dressed, of the year, in colors, in the fall, the most beautiful, the woods, everywhere.
5. At the foot, near a spring, of the hill, stood, of the water, the farm-house, clearest.
6. After our arrival, came, us, on the second day, to visit, they.
7. Every scholar, his books, told, the teacher, to bring.
8. Broken from the cliff, rolled, great, into the river, with a splash, a large rock.
9. For wild flowers, the girls, to the woods, are going, of our class, on Saturday, with the teacher.
10. A gentle, on the inside, little tap, there was, of the lid, suddenly.
11. A rapid rate, several men, at, met, we, going.
12. In great clouds, to village, fly, from village, the pigeons.
13. In shallow water, into the small streams, many kinds, of the year, to lay their eggs, go, in the spring, of fish, up the rivers.

LESSON LXIII.

1. Make a complete sentence out of each group of words:

1. Little girl — sitting — book — porch.
2. Kitten — porch too.
3. Saw — bird — sprang — caught.
4. Girl — ran — took — away.
5. Carried — dead — to — mother.
6. Very sorry.

2. Combine the complete sentences into a connected story.

LESSON LXIV.

Answer these questions. Example: "The teacher teaches." "The pupils are taught."

1. Who teaches? Who are taught?
2. Who paints? What is painted?
3. Who shoots? What is shot?
4. Who reads? What is read?
5. Who sells? What is sold?
6. Who bakes? What is baked?
7. Who sows? What is sowed?
8. Who sews? What is sewed?
9. Who tells? What is told?
10. Who loves? Who is loved?

LESSON LXV.

1. Tell what is done to the things named below. Example: "The ground is plowed."

the tree	the grain	the coat
the seed	the yarn	the ball
the window	the thief	the fox
the knife	the coal	the lamp

2. Write the sentences again, but add other words. Make the sentences as complete as you can. Example: "The ground is plowed by the farmer before he plants the seed."

LESSON LXVI.

1. Write a sentence containing a word meaning the same as—

come	speak	cry	strike
mend	go	large	quickly

Example: "When did you arrive?"

2. Write a sentence containing a word meaning the opposite of—

laugh	answer	stand	open
wake	love	give	come
sell	small	slowly	high
deep	new	young	quiet

LESSON LXVII.

1. Fill these blanks with **is** or **are**:

1. There — a star in the sky.
2. There — plants in the field.
3. There — oranges in the box.
4. There — ships on the sea.
5. There — a pencil on my desk.
6. There — a pen and a pencil on my desk.

2. Fill the above blanks again, using **was** or **were**.

3. Combine each pair of statements into one:

- | | |
|---|--|
| 1. { Clarence is writing.
{ She is writing. | 3. { Fanny is in school.
{ He is in school. |
| 2. { John has his lesson.
{ They have their lessons. | 4. { She is going.
{ I am going. |

LESSON LXVIII.

1. Make a sentence about each of these objects, naming the parts, thus, "A knife has a handle, blades, spring, and rivets;" or, "The parts of a knife are the handle, the blades, the spring, and the rivets."

box	a shoe	a bird	wagon
the hand	the foot	a table	a house
tree	bureau	stove	an apple

2. Copy these sentences, and use a comma wherever needed :

1. Father may I go too ?
 2. When will you come back mother ?
 3. Mira bring me that book.
 4. Come in Laura and shut the door.
 5. This book has leaves a back and a cover.
-

LESSON LXIX.

Use each of these words in a sentence :

done, <u>dun</u> ;	<u>pray</u> , <u>prey</u> ;
hole, <u>whole</u> ;	sale, <u>sail</u> ;
heard, <u>herd</u> ;	sea, <u>see</u> ;
hoes, <u>hose</u> ;	<u>tail</u> , <u>tale</u> ;
one, <u>won</u> ;	<u>tide</u> , <u>tied</u> .
<u>soar</u> , <u>sore</u> , <u>sower</u> , <u>sewer</u> ;	

LESSON LXX.

REVIEW.

Name the nouns, adjectives, verbs, and adverbs in these sentences :

1. Tea comes from China.
2. The weather is very warm now.
3. The long letter was written very neatly by the careful pupil.

4. The brave Cubans are fighting fiercely for their liberty.
 5. That old jail once held many wicked men.
 6. The big fire burns brightly.
 7. Sounds of sweet music came to our ears.
 8. The sly fox was quickly caught by the watchful dog.
 9. The river rose rapidly, and soon overflowed its high banks.
 10. The heavy train moves slowly up the steep grade.
-

LESSON LXXI.

REVIEW.

Write answers to these questions :

1. What is a declarative sentence ?
2. What is an interrogative sentence ?
3. What is an imperative sentence ?
4. What is a phrase ?
5. What is a noun ?
6. What is a verb ?
7. What is an adjective.
8. What is an adverb ?
9. Give two rules for the use of the comma.
10. Give two rules for the use of the period.
11. Give two rules for the use of capitals.
12. When should the interrogation point be used ?

FOURTH GRADE.

To the Teacher: During this grade, two lessons a week should be given to composition work, as explained in the note preceding Lesson I, Grade Three. After letter-writing has been introduced, some of the composition work should be in the form of letters.

Bear in mind that every composition should be the result of the pupil's best efforts. Essays thoughtlessly developed and carelessly written are of very little value.

LESSON I.

THE SENTENCE.

1. Let us think of something that a horse does.

We may think—

1. The horse eats corn.
2. The horse runs.
3. The horse pulls the buggy.

2. When a thought is spoken or written it is a Sentence.

3. A sentence is a thought expressed by words.

4. A sentence may be a statement, an inquiry, or a command.

5. **A Declarative Sentence** is one used in making a statement.

6. **An Interrogative Sentence** is one used in asking a question.

7. **An Imperative Sentence** is one used in making a command.

8. Write a declarative sentence, an interrogative sentence, and an imperative sentence, with each of these words:

box	peach	cherry	school
church	foot	pansies	roses

LESSON II.

SUBJECT AND PREDICATE.

1. Copy these sentences :

1. Fire burns.
2. The dog is black.
3. My old cat ran into the house.

You will see that each sentence has two parts. The first part tells what we are speaking about, and the second part tells what we say about the first part.

The part of the sentence that tells what we are speaking about is called the **SUBJECT**, and the part that tells what we say about the subject is called the **PREDICATE**.

2. Use each of these words in a sentence, and draw a vertical line between the subject and the predicate :

Chicago, town, marble, mountain.

3. Supply subjects for these predicates :

- | | |
|------------------------|-----------------|
| 1. — climbs mountains. | 5. — will come. |
| 2. — is gray. | 6. — was here. |
| 3. — are white. | 7. — were here. |
| 4. — are rough. | 8. — has left. |

4. Supply predicates for these subjects :

- | | |
|--------------------|-----------------------------|
| 1. The train —. | 4. Greenland and Iceland —. |
| 2. An old man —. | 5. Grover Cleveland —. |
| 3. The soldiers —. | 6. Asia and Africa —. |

LESSON III.

SUBJECT AND PREDICATE—Continued.

1. Supply two predicates for each of these subjects; thus, "The dog bites and barks" :

- | | |
|------------------|-----------------|
| 1. Foxes — —. | 4. Kittens — —. |
| 2. Bears — —. | 5. Apples — —. |
| 3. Teachers — —. | 6. Pupils — —. |

2. Supply three predicates for each of these subjects :

- | |
|----------------------------|
| 1. Washington — — —. |
| 2. The watchful dog — — —. |

3. The studious pupil — — —.
4. A good clerk — — —.
5. A wise man — — —.

3. Supply three subjects for each of these predicates :

1. — — — are large.
2. — — — broke the window.
3. — — — received a prize.
4. — — — howl.

LESSON IV.

DIAGRAMMING.

1. Arranging the words of a sentence so that the different parts can easily be recognized is called **Diagramming**.

2. The subject and predicate are written on a heavy horizontal line with a small vertical line between them ; thus —

Fire | burns.

3. Diagram these sentences :

1. Watches tick.
 2. Clocks strike.
 3. Trees grow.
 4. Flowers bloom.
- Rapsgun*

4. The brace ({ or }) is used when there are more than one subject for the same predicate, or more than one predicate for the same subject; thus—

1. $\begin{array}{c} \text{Bears} \\ \text{and} \\ \text{dogs} \end{array} \left\{ \begin{array}{c} | \\ \text{growl.} \end{array} \right.$
2. $\begin{array}{c} \text{Bears} \\ \text{and} \\ \text{fight.} \end{array} \left\{ \begin{array}{c} \text{growl} \\ | \\ \text{fight.} \end{array} \right.$

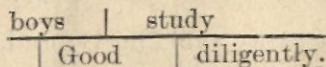
5. Diagram these sentences:

1. Cities rise and decay.
2. Flowers bloom and fade.
3. Corn and potatoes are planted.
4. Pupils study and recite.
5. Houses and churches are built.
6. Rivers and brooks flow.

LESSON V.

DIAGRAMMING—Continued.

1. Adjectives and adverbs are placed under the words they modify; thus—



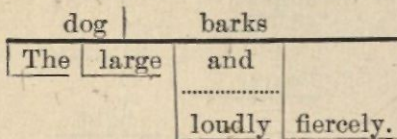
Notice that adjectives and adverbs are written on light lines.

2. Diagram these sentences :

1. Old people walk slowly.
2. Heavy trains move forward.
3. Tame cats purr softly.

3. Notice this diagram :

The large dog barks loudly and fiercely.



4. Diagram these sentences :

1. Three tall soldiers passed.
2. The melancholy days have come.
3. This calm, cool, and resolute man lives here.
4. A long, sad story was told.
5. The large amount was paid cheerfully and promptly.
6. Mary writes neatly and reads distinctly.

5. Write and diagram six sentences ; one for each of the six diagrams you have just used.

LESSON VI.

THE SCHOOL-ROOM.

1. Write an essay on The School-Room, using the following outline :

1. The size.
2. The doors.

3. The windows.
 4. The table and desks.
 5. Any other furniture there may be in the room.
 6. The appearance of the walls.
 7. The appearance of the floor.
2. After writing the essay according to the preceding outline, mention some changes you think ought to be made in the room.
-

LESSON VII.

REVIEW.

1. Name the subject and predicate of each of these sentences. Name the nouns, verbs, adjectives, and adverbs:

1. The angry wind is howling.
2. The mighty tree was uprooted.
3. The rosy morn advances.
4. Threatening clouds are moving slowly.
5. These questions may be settled peaceably.
6. They searched everywhere.
7. The dead leaves fall.
8. The wounded soldier fought bravely.

2. Diagram the sentences in the preceding paragraph.

LESSON VIII.

THE OBJECT.

1. Are these sentences complete?

1. Henry struck —
2. The cat caught —.
3. We wear —.

Some verbs that express action require a word to complete their meaning. This word is called the **OBJECT** of the verb.

2. Write the words that are used as objects in these sentences :

1. We wear clothing.
2. Henry struck Charles.
3. The cat caught a mouse.
4. The eagle saw me.
5. The orator made a speech.
6. Washington gained victories.
7. Aaron Burr killed Alexander Hamilton.
8. The Romans captured Carthage.

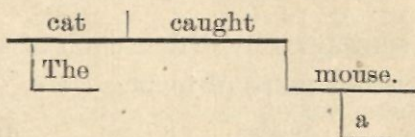
3. Use each of these words as the object of a verb :

honey	copper	us	her
cat	me	<u>stockings</u>	them
basket	him	you	it

LESSON IX.

DIAGRAMS — Continued.

1. Notice this diagram :



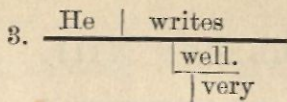
The object is placed after the predicate, but a little below it.

The line on which the object is placed is not so heavy as the line on which the subject and predicate are placed.

2. Diagram these sentences :

1. Cæsar crossed the river.
2. Morse invented the telegraph.
3. Ridpath wrote a history.
4. Columbus made four voyages.
5. The farmer mows the waving grass.
6. Kansas furnishes much coal.
7. Blind Milton wrote a great poem.
8. The child followed the good man cheerfully.
9. I planted the flowers early.
10. Some birds build nice, warm nests.

3. Name the nouns, verbs, adjectives, and adverbs in the preceding sentences.

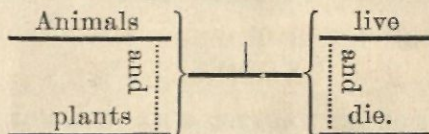


Well modifies **writes**, and **very** modifies **well**.

2. Diagram these sentences :

1. A bird has feathers, feet, and wings.
2. Apples, pears, and peaches are sold.
3. Pencils, pins, and needles have sharp points.
4. The children laughed very heartily.
5. Very few men have labored so earnestly.

3. Notice this diagram :



4. Diagram these sentences :

1. Bears and dogs growl and fight.
2. Mary, Lucy, and Jennie read, study, and recite.

LESSON XII.

1. Write a sentence having —

1. Three subjects.
2. Three predicates.
3. Three objects.
4. Three subjects and three predicates.
5. Two subjects, two predicates, and two objects.

2. Diagram the last two sentences you have written.

LESSON XIII.

THE SENTENCE.

1. Write the definition of—

a sentence; a declarative sentence; an interrogative sentence; an imperative sentence; the subject; the predicate; the object.

2. Combine your definitions so as to form a connected essay on **The Sentence**.

LESSON XIV.

NOUNS, PROPER AND COMMON.

1. Copy these statements:

1. A dog can run.
2. Towser can run.

Are **dog** and **Towser** both nouns? What is the difference between them? *

A noun that belongs to some particular one is a **PROPER NOUN**; as, **TOWSER, ROBERT, CHICAGO**.

A name that belongs to any one of a class is a **COMMON NOUN**; as, **DOG, BOY, CITY**.

A proper noun should begin with a capital letter.

* Lead the pupils to decide that **Towser** means some particular dog, while **dog** may mean any dog.

2. Copy these names, placing the proper nouns in one column and the common nouns in another :

London	dog	month	girl
boy	city	Susan	May
Thursday	horse	Elmer	Jack

3. Write a proper noun that is the name of —

- | | |
|--------------------------|--------------------------|
| 1. A city in your state. | 5. A river. |
| 2. A sled. | 6. A dog. |
| 3. This day. | 7. A horse. |
| 4. This month. | 8. Our national holiday. |

4. Write a sentence having a proper noun for the subject and a common noun for the object.

5. Write a sentence having a common noun for the subject and a proper noun for the object.

6. Write a sentence having three proper nouns for subjects and two common nouns for objects.

LESSON XV.

1. Copy this sentence, and examine it carefully:

Walter's dog is large.

What word tells whose dog it is? What was added to **Walter** to make it denote the owner?

✓ To denote the owner or possessor, we add the apostrophe (') and the letter s to nouns that mean but one.

21 Write sentences in which these words are used to denote possession :

cat	rabbit	Jane	bird
fox	man	horse	boy
Carlo	lady	deer	William

31 Which of these words mean more than one, and which denote possession ?

lion's	pupils	horse's	girls
horses	girl's	pupil's	lions

LESSON XVI.

1/ Copy this sentence, and examine it carefully :

The boys' hats are new.

Do the hats belong to one boy, or to more than one boy ? What was added to the word **boys** to make it denote possession ?

To names meaning more than one, and ending in s, we add the apostrophe (') only, to make them denote the possessor.

2. Write sentences in which these words shall be used to denote possession :

lions	girls	farmers	ladies
dolls	birds	foxes	monkeys

3. Use each of these words in three sentences — first, to denote possession ; second, as a subject,

but meaning more than one; third, to denote possession, but meaning more than one:

merchant, sailor, teacher.

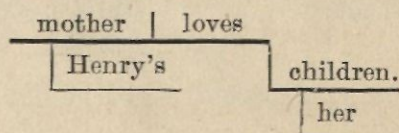
LESSON XVII.

1. If you examine these sentences, you will see that other words besides nouns sometimes denote the possessor:

1. The boy lost his hat.
2. The men love their work.

The words **his** and **their** denote the owner, but they are not nouns.

2. Notice this diagram:



A word denoting possession is placed under the word denoting the person or thing possessed.

3. Diagram these sentences:

1. The man's horses ran away.
2. Her book has a green cover.
3. My mother's cloak was torn.
4. An ostrich outruns an Arab's horse.
5. Charles visited his uncle's home.
6. The bluebird's nest has fallen.

4. Write answers to these questions :

1. What is a noun ?
 2. What is a proper noun ?
 3. What is a common noun ?
 4. To denote possession, what should be added to nouns meaning but one ?
 5. To denote possession, what should be added to nouns meaning more than one and ending in **s** ?
-

LESSON XVIII.

Use each of these words in a sentence :

ant, aunt ;	idle, idol ;
berry, bury ;	mane, main ;
creak, creek ;	pare, pair, pear ;
coarse, course ;	pause, paws ;
hall, haul ;	stake, steak.

LESSON XIX.

THE PRONOUN.

1. Examine these sentences :

1. John learns because he studies.
2. I go to school.

In the first sentence, is **he** the name of anything ? Is it a noun ? Who studies ? What word is used instead of **John** ?

In the second sentence, who goes to school? Is the word **I** a noun? The word **I** is used instead of what word? (It is used instead of the name of the speaker.)

The words **I** and **he** are **Pronouns**.

A word used for or instead of a noun is a PRONOUN.

2. Copy the pronouns in these sentences:

1. He laughs.
2. She ran.
3. We saw Charles and Emma.
4. We saw them.
5. They are good boys.
6. Henry has his book.
7. She scolded him.
8. He helped her.
9. The children studied their lessons.
10. Can you see us?

3. Fill each of these blanks with a pronoun:

1. He is my friend.
2. you are my friend.
3. They are my friends.
4. I went to him.
5. The teacher told him to go.
6. The pupils have lost their books.
7. I must go with you and him.

LESSON XX.

1. Use each of these pronouns in a sentence :

I	we	me	us
our	he	his	him
her	she	they	them
it	their	you	its
my	your		

2. Write three declarative, three interrogative, and three imperative sentences, using a different pronoun in each sentence.

LESSON XXI.

REVIEW.

Name the subject, predicate, and object of these sentences, and pick out the nouns, verbs, adjectives, pronouns, and adverbs :

1. He sang the songs of his boyhood.
2. The fire burns cheerily.
3. You will lose your place.
4. The orator received great applause.
5. The lofty Andes rise above the clouds.
6. Animals and plants live and grow.
7. A band of robbers plundered the caravan.
8. Crusoe's companions were drowned.
9. The brave sailor managed his boat skillfully.
10. Did you see that beautiful bird ?

An interrogative sentence should be changed to a declarative before the subject, predicate, and object are picked out. This sentence will become "You did see that beautiful bird."

11. Did he hear the song of the skylark?
 12. The crowd cheered heartily.
 13. The crowd cheered the speaker.
 14. Balboa discovered the Pacific ocean.
 15. Josephus wrote a history of the Jews.
 16. The Swiss scenery is beautiful.
-

LESSON XXII.

REVIEW.

Diagram the sentences in Lesson 21, except the first, fifth, seventh, eleventh, fifteenth, and sixteenth.

LESSON XXIII.

A STORM.

Complete these sentences, and make a connected essay about a storm. Try to describe a storm that you have seen or heard of:

Clouds — black. Dust — flies. Chickens —
shelter. Birds —. Trees — bend. Leaves —.
Rain — begins. People — scared — cellar.
Storm — over. Sun — bright.

LESSON XXIV.

THE ADJECTIVE.

1. Notice these sentences :

1. The man is tall.
2. The tall man is old.

In both these sentences, **tall** is an adjective because it expresses some quality of man. In the first sentence, **tall** comes after the verb, and is part of the predicate.

2. Notice these sentences :

1. The man is tall.
2. He is tall.

In the first sentence **tall** modifies **man**, but in the second sentence it modifies **he**.

An adjective is a word used to modify a noun or a pronoun.

When an adjective modifies a pronoun, it is nearly always placed after the verb.

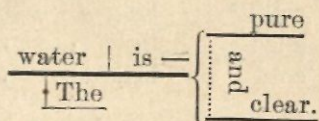
3. Notice this diagram :

man	|	is	—	tall.
The				

An adjective in the predicate is separated from the verb by a dash.

4. Diagram these sentences :

1. The hare is timid.
2. This peach is delicious.
3. The workman was extremely careful.
4. Snow and chalk are white.
5. The water is pure and clear.



6. That dog is strong and brave.
7. Such punishment is severe.
8. The elephant is large, awkward, and docile.
9. She is amiable.
10. They are diligent.

LESSON XXV.

1. Write three sentences, each having two adjectives modifying a pronoun.
2. Write five sentences, each having an adjective in the predicate, modifying a noun.
3. Write ten sentences, each having the name of some animal for the subject (no two subjects the same), and each having a different adjective in the predicate.

LESSON XXVI.

1. Write a good sentence, using an adjective meaning the opposite of—

large	broad	sweet	sharp
thick	right*	long	hard
heavy	good	light	rich
wet	cold	bright	proud

2. Write a good sentence, using a word meaning the opposite of—

lend	up	yes	day
mirth	buy	freeze	here
ever	life	friend	in

LESSON XXVII.

Name the subject, predicate, and object of these sentences. Pick out the nouns, pronouns, verbs, adjectives, and adverbs:

1. Frank and I were laughing heartily.
2. She and I sat at the window.
3. The task was soon accomplished.
4. A man is easily known by the company he keeps.
5. Pronounce your words distinctly and correctly.
6. The men worked hard and fast, and the rocks were soon removed.

*Two meanings.

7. How long did you remain in the city?
 8. The traveler walked slowly because he was very tired.
 9. This topic will be fully discussed later.
 10. Late dinner hurriedly yesterday.
 11. A winter so cold has never been known before.
 12. We all laughed very heartily.
 13. The birds chirp merrily.
 14. The boat glides very gracefully.
-

LESSON XXVIII.

PUNCTUATION.

1. Notice the punctuation of these addresses :
 1. 1235 Vine St., Lincoln, Lancaster Co., Neb.
 2. Henry Long, Esq., Room No. 5, Burr Block,
No. 1925 South St., Cincinnati, Ohio.
2. Copy the following, and punctuate correctly :
 1. Rev Mr Smith called on Prof R P Brown
 2. Mendon Westmoreland Co Pa
 3. No. 14 La Fayette Ave Charleston Ill
 4. Office of Supt City Schools Covington Ky
 5. Mr James P Longwell Bridgeport N Y
3. Copy the following sentences, and punctuate correctly :
 1. Mr Jones, may John be excused from the room?
 2. Children are you always obedient to your teacher?

3. Charles can see hear feel and taste.
 4. The little girl loves her father mother brothers sisters *and*
 5. March April May are the three spring months
 6. **He she it him** and **they** are small words
 7. Where are you going my little friend ?
 8. Sing your best song little bird before I go,
 9. Tell me, boys where you have been
 10. Wait for me uncle.
 11. Boys, you must always speak the truth without fear.
 12. Have you seen Charles, Samuel, and Robert lately ?
-

LESSON XXIX.

THE VERB—TRANSITIVE AND INTRANSITIVE.

1. Examine these sentences :

1. Boys run.
2. Mountains are high.

In the first sentence the verb **run** expresses action, but in the second sentence the verb **are** does not express action; it asserts only being or existence.

A Verb is a word that denotes action or being.

2. Write three sentences, each containing a verb denoting action.

3. Write two sentences, each containing a verb denoting being or existence.

4. Examine these sentences :

1. Dogs bark.
2. Henry saw.

In the first sentence no object is required to complete the meaning. The dogs cannot bark anything. A verb that does not require an object is called an **Intransitive Verb**.

The second sentence is not complete without an object; no one can see without seeing something. A verb that requires an object is called a **Transitive Verb**.

A Transitive Verb is one that requires an object to complete its meaning.

An Intransitive Verb is one that does not require an object to complete its meaning.

5. Write five sentences, each containing a transitive verb.

6. Write five sentences, each containing an intransitive verb.

LESSON XXX.

VERBS—REVIEW.

1. Pick out the transitive and the intransitive verbs in these sentences :

1. The wind sighs mournfully.
2. The crocus blooms very early.
3. Washington captured Cornwallis.

4. Some men write books. *Fran*

5. The Spaniards are fighting the Cubans. *Fran*

6. White clouds are floating above. *Fran*

2. Write four sentences, each having a pronoun as the object.

3. Write four sentences, each having a proper noun as the object.

4. Write four sentences, each having a common noun as the object.

LESSON XXXI.

Use each of these words in a sentence. Let some of your sentences have transitive verbs, and some have intransitive verbs :

ale, ail;

cent, sent, scent;

choir, quire;

forth, fourth;

gait, gate;

knead, need;

lead, led;

praise, prays;

ring, wring;

rose, rows;

stare, stair;

ware, wear.

LESSON XXXII.

THE ADVERB.

1. Name the adverbs in this sentence:

An exceedingly long train was running very rapidly.

Since you have already learned that an adverb is a word used to modify a verb, an adjective, or an adverb, you will conclude that there are three adverbs in this sentence. **Exceedingly** is an adverb, modifying the adjective **long**; **rapidly** is an adverb, modifying the verb **was running**; **very** is an adverb, modifying the adverb **rapidly**.

2. Write three sentences, each having an adverb modifying a verb.
3. Write three sentences, each having an adverb modifying an adjective.
4. Write three sentences, each having an adverb modifying an adverb.
5. Write three sentences, each containing two adjectives, two adverbs, and a phrase.

LESSON XXXIII.

Name the subject, predicate, and object in these sentences. Pick out the nouns, pronouns, adjectives, verbs, and adverbs.

1. The egg has black spots on it.
2. Mrs. Van Winkle had always kept the house in good order.
3. Have you ever seen a white sparrow?
4. Is your task too difficult?
5. A boy should obey his parents promptly and cheerfully.
6. The dog attacked him savagely, and nearly killed him.
7. If you study diligently you will improve rapidly.
8. At the close of the day the weary toilers rested from their labors.
9. Under a spreading chestnut tree, the village smithy stands.
10. The faithful girl studied her lesson thoroughly.

LESSON XXXIV.**THE PREPOSITION.**

1. Copy these sentences :

1. The cat is in the house.
2. The cat is on the house.
3. The cat is under the house.

In these sentences the words **in**, **on**, and **under** show the situation of the cat with reference to, or in relation to, the house. We might say the cat is **by**, **before**, **beside**, or **behind** the house. The words **in**, **under**, **on**, **before**, etc., are **Relation words**, or **Prepositions**.

2. Write a sentence with each of these prepositions :

at	through	across	toward
upon	during	by	over
among	between	into	from

3. Fill this blank with five different prepositions :

He looked — the window.

LESSON XXXV.

PREPOSITIONS — Continued.

1. Notice these sentences :

1. A grove **of trees** is **in** the **field**.
2. The swallow flew **across** the **valley**.
3. The teacher gave the book **to him**.

You will notice that a preposition is followed by a noun or pronoun. The noun or pronoun is called the **object** of the preposition, and may be modified by one or more adjectives; as, "He went to a good school." Here **school** is the object of the preposition **to**, and has two modifiers, **a** and **good**.

2. Write sentences in which each of these words shall be used as the object of a preposition :

armor them keg neighbor him story
pond her piano ice it coachman

3. A preposition and its object make a **Prepositional Phrase**.

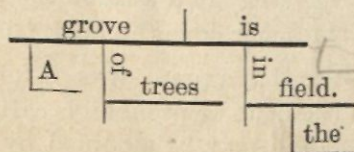
In the first sentence in paragraph 1, the phrase **of trees** modifies the noun **grove**, while the phrase **in the field** modifies the verb **is**.

4. Write three sentences, each having a prepositional phrase modifying a noun.

5. Write three sentences, each having a prepositional phrase modifying a verb.

LESSON XXXVI.

1. Notice this diagram :



A phrase is placed under the word it modifies. The line on which the preposition is written extends below the line on which its object is written.

2. Diagram these sentences :

1. The gorilla lives in Africa.
 2. The Pilgrims landed at Plymouth.
 3. It rained very hard during the night.
 4. The temple of Solomon was destroyed.
 5. The temple of Jupiter was in Rome.
 6. Four boats are anchored in the bay.
 7. The boy is lying on the grass.
 8. A man of courage does not fear death.
 9. The wings of the eagle are very strong.
 10. The man with the white coat has gone.
 11. Does the moon give warmth to the earth?
 12. A gentleman from Kansas City left the train at St. Louis.
 13. He lived in the time of the Crusades.
 14. The rabbit hid in a pile of brush.
-

LESSON XXXVII.

THE CONJUNCTION.

1. Examine these sentences :

1. Mary and Lucy read.

What word connects **Mary** and **Lucy**?

2. Mary reads and Lucy writes.

How many thoughts or assertions in this sentence?

What word connects the assertions?

3. Mary studies, but Lucy recites.

What word connects the two thoughts?

2. Name the connecting words in these sentences:

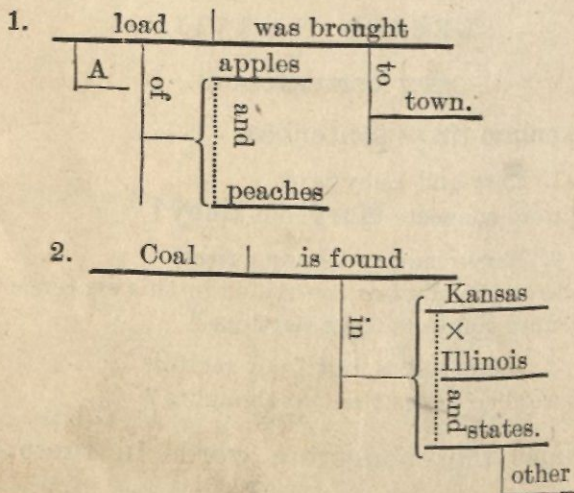
1. Mary learns because she studies.

2. Walter writes well, but slowly.
3. She or I will go.
4. The laborer worked, although he was sick.

Connecting words are called **CONJUNCTIONS**.

3. Fill these blanks with conjunctions:
1. He will neither go — send anybody.
 2. He works hard — he is old.
 3. I will go — you will.
 4. Vanderbilt became rich — he was careful.
4. Use each of these conjunctions in a sentence:
- | | | | |
|----------|-----|---------|--------|
| and | but | or | nor |
| although | if | because | unless |

5. Notice these diagrams:



6. Diagram these sentences :

1. Elephants and tigers are found in Asia and Africa.
 2. Men of culture and refinement are useful.
 3. He walks rapidly and carefully.
-

LESSON XXXVIII.

THE INTERJECTION.—REVIEW.

1. Examine these sentences :

1. Hurrah! It snows.
2. Ah! What a disaster that was.
3. Alas! I cannot go.
4. O, look at the sun!

What words in these sentences are used to express feeling or emotion?

Notice the punctuation of the above sentences.

A word used to express strong feeling or emotion is called an INTERJECTION.

2. An exclamation point (!) should be used after every interjection, except O.

3. Write five sentences, each containing an interjection.

4. We have now learned that the words we use in speaking and writing are divided into Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions, and Interjections.

5. Write three sentences, each containing a preposition and a conjunction.

6. Write a sentence containing a noun, a pronoun, an adjective, a verb, an adverb, a preposition, and a conjunction.

7. Write sentences illustrating two rules for the use of the comma.

8. Write sentences illustrating three rules for the use of the period.

9. Write sentences illustrating three rules for the use of capitals.

LESSON XXXIX.

QUOTATIONS.

1. Copy these sentences:

1. The man said, "You must not take my apples."
2. "I wish I had a kite," said Clarence Reed.
3. "Come, Fannie," said Julia, "and go with me."

Who said part of the first sentence? Of the second? Of the third?

Words and sentences borrowed from another are called QUOTATIONS.

2. In the quotations just used, observe :

1. The marks that inclose the quotations.
2. That in the third sentence the quotation is broken in two, and the quotation marks inclose each part.
3. That the quotation is separated from the rest of the sentence by a comma.
4. That when a quotation expresses a thought, it should begin with a capital.

3. Copy these sentences, and place quotation marks where necessary :

1. Watch my horse, and I'll give you a dime, said the soldier.
2. The cat said, I'll catch you, little mouse.
3. I know, said Charles, what you want.
4. The boy said, Come here, Towser.

4. Write five sentences, using quotations.

LESSON XL.

THE HEN AND THE HAWK.

Complete these sentences, supply other sentences, and combine so as to make a complete story :

1. Spring day — warm.
2. Hen and chickens — meadow.
3. Hawk — high — saw.
4. Chickens ran — one — caught.
5. Mother flies at hawk — fierce battle.
6. Hawk — away — chicken — not hurt much.

LESSON XLI.

Use each of these words in a sentence :

air, <u>heir</u> ;	rain, <u>reign</u> ;
cents, <u>sense</u> ;	<u>rap</u> , <u>wrap</u> ;
dew, <u>due</u> ;	<u>scene</u> , seen;
might, <u>mite</u> ;	throne, thrown;
presence, <u>presents</u> ;	<u>wade</u> , weighed;
prince, prints;	wait, weight.

LESSON XLII.

1. Diagram these sentences :

1. Henry threw the ball over the house.
2. Your new coat is made of good cloth.
3. A diligent boy will make rapid improvement.
4. The sharp frost killed the young buds.
5. A beautiful bird flew over the tree.
6. The boat sailed across the lake.
7. A good boy always obeys his parents.

2. Write one sentence for each of the seven diagrams you have just used.

LESSON XLIII.

1. Diagram these sentences :

1. The traveler related many amusing incidents.
2. My little brother has a large brown cat.

3. The moon reflects the light of the sun.
4. Harvey discovered the circulation of the blood.
5. The men on the boat see the land.
6. Three strange men came into the village.
7. The ships of England bring merchandise to this country.

2. Write a sentence for each of the diagrams you have just used.

LESSON XLIV.

THE FOX AND THE CROW.

Complete these sentences, and then combine them into a story :

Crow — cheese — in tree. Fox saw —. Wanted — cheese. Came under tree — said, "You — pretty; would be prettier if — could sing." Crow tried —. Cheese —. Fox — it — ran.

LESSON XLV.

THE PET KITTEN.

Complete and arrange these sentences as in the previous lesson :

Wendell had — kitten. — was white and black. — was very fond —. He liked — play — very much. Sometimes — hurt kitten. One day — cross — scratched —. — cried — told — mother. Kitten ran away — came back — days.

LESSON XLVI.

REVIEW.

Point out the nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions in these sentences. Tell whether the nouns are proper or common. Name the subject, predicate, and object.

1. Roses delight us with their color and fragrance.
2. The music of the organ resembles the roar of the thunder.
3. Charles Dickens was buried in Westminster Abbey.
4. Swallows sometimes build their nests in chimneys.
5. Dates grow on palm trees.
6. Cæsar gained very many victories.
7. A large basket was filled with ripe peaches.
8. People often make mistakes.
9. The inhabitants of Switzerland are very industrious.
10. He is an exceedingly careful workman.
11. The careless boy lost his coat and his cap.
12. The wind and the rain delayed our journey.
13. Sooner or later we must pass away.
14. I never before saw a more beautiful sight.
15. The weary father gently kissed his sick child.
16. She gave her sister a new book.

LESSON XLVII.

Diagram the sentences of the previous lesson, except the 10th and 16th.

LESSON XLVIII.

Imagine two boys, Ralph and Arthur, talking about the Fourth of July. Write what they might say to each other, using quotation marks where necessary.

LESSON XLIX.

1. Copy the following letter, and notice it very carefully:

EASTON, NORTHAMPTON CO., PENN.,
August 10, 1902.

DEAR MARY:

Last week two of my cousins from Iowa came to visit me. They will not go home until the middle of September.

I have been talking to my cousins so much about you that they are very anxious to meet you. Can you not visit us next week?

Please do not disappoint us.

Your friend,

LIZZIE ASHER.

2. Notice this address on the envelope:

STAMP.	<p><i>Miss Mary Russell,</i> <i>Merwin,</i> <i>Vernon Co.,</i> <i>Mo.</i></p>
--------	--

LESSON L.

1. Examine this blank form of letter, and compare it with the parts of the preceding letter.

(Letter.)

(Place.)

(Date.)

(Salutation.)

(Close.)

(Name.)

2. Write a letter to a friend of yours, telling him how you are getting on at school, and what you intend to do when school closes.
 3. Address an envelope for your letter.
-

LESSON LI.

THE COW.

1. Write one or more sentences telling something about —
 1. The size.
 2. The color.
 3. The different kinds.
 4. The covering of the body.
 5. How they defend themselves.
 6. Their use.
 2. Arrange and combine all your sentences so that they will form a story or essay about the cow.
-

LESSON LII.

REVIEW.

1. Point out the nouns, pronouns, verbs, adjectives, adverbs, prepositions, and conjunctions in

these sentences. Name the subject, predicate, and object.

1. Some very large diamonds were bought.
2. The birds and flowers have now appeared again.
3. Bad habits are seldom overcome.
4. Good men are very frequently abused by bad men.
5. Some mountains are high and grand.
6. Every man should carefully think for himself.
7. We saw many beautiful works of art.

2. Diagram the preceding sentences.

LESSON LIII.

REVIEW.

1. Insert commas, capitals, and quotation marks, where necessary, in these sentences :

1. Longfellow says learn to labor and to wait.
2. He also says art is long and time is fleeting.
3. Hard work said he is the key to success.
4. Night is the time for rest says the poet.
5. The child is father of the man writes Wordsworth.
6. How many are you then said I if they two are in heaven?
7. 'Tis only noble to be good says Tennyson.
8. He said to the wild sea be still.

2. Write five sentences, each containing a quotation.

LESSON LIV.

Diagram these sentences :

1. Shakespeare wrote plays and poems.
 2. Gates, Arnold, and Wayne fought in the Revolutionary War.
 3. Our teacher has traveled in Europe, Asia, and Africa.
 4. The short, dreary days have come.
 5. Man suffers for every wrong deed.
 6. Pupils should always obey cheerfully.
 7. Quite long lessons are sometimes given.
 8. The birds have come back rather early.
 9. An education is not acquired in a short time.
 10. A large tree stands on the top of the hill.
-

LESSON LV.

CITY OR COUNTRY.

Write an essay, telling whether you would rather live in the city or in the country, and give reasons for your choice. Be careful about your spelling and punctuation.

LESSON LVI.

REVIEW.

1. Write sentences, using these verbs transitively :

study	hear	see	found
wrote	broke	taste	love

2. Write sentences, using these verbs intransitively :

creep	shine	went	sleep
play	fall	walk	laughs

3. Write four sentences, each containing a transitive verb. Do not use any verb already given in this lesson.

4. Write four sentences, each containing an intransitive verb. Do not use verbs already given in this lesson.

LESSON LVII.

REVIEW.

1. Use each of these verbs in two sentences. In the first sentence, use the verb transitively ; in the second, use it intransitively :

speaks	sings	study	stops
rings	burns	write	turns

2. In each of the following, tell what the subject does, and what is done to it. Example: "The boy **chooses**. The boy **is chosen**."

- | | |
|----------------------|--------------------|
| 1. Boy — choose. | 5. Dog — catch. |
| 2. Agnes — love. | 6. Wolf — hunt. |
| 3. Cat — see. | 7. Girls — invite. |
| 4. Teacher — punish. | 8. Boy — strike. |
-

LESSON LVIII.

In these sentences, place the adjective before the noun, and then complete the sentence by adding another adjective or a phrase. Example: "The diligent pupils are careful;" or, "The diligent pupils are at work."

1. The pupils are diligent.
2. The grain is ripe.
3. Those young chickens are small.
4. The farmers are busy.
5. The meadows are green.
6. Our soldiers are brave.
7. That tall, straight tree is slender.
8. The freight train is long.
9. The sun is bright.
10. That large house is comfortable.
11. This book is instructive.
12. Those mountains are grand.

LESSON LIX.

Use each two of these words in one sentence ;
thus, "The mountain is high, but the valley is
low."

high	soft	wide	long
low	hard	narrow	short
thick	weak	good	learned
thin	strong	bad	ignorant
slowly	over	above	weeps
quickly	under	below	smiles
large	empty	wild	deep
small	full	tame	shallow
smooth	cold	clear	light
rough	warm	cloudy	dark

LESSON LX.

Write a letter to a friend, telling how you spent
last Saturday.

Have the letter as neat as possible. Spell and
punctuate correctly. Divide the letter into sen-
tences and paragraphs.

LESSON LXI.

1. Name as many objects as you can that usually have the qualities expressed by these adjectives:

sweet	sour	hard	sharp
gentle	straight	bitter	white

2. Use in one sentence all the nouns naming objects having the same quality.

LESSON LXII.

1. Write ten adjectives that describe a color.
2. Write eight adjectives that describe the size or form of an object.
3. Write ten adjectives that describe the good or the bad qualities of a person.
4. Write ten adjectives that describe qualities we learn by feeling or tasting.

LESSON LXIII.

Use these words in sentences:

been, bin;	shone, shown;
bread, <u>bred</u> ;	side, sighed;
false, faults;	sighs, size;
lie, lye;	vale, veil;
quarts, quartz;	waist, waste.
vane, vain, vein;	

LESSON LXIV.

CONTRACTIONS.

1. Sometimes we omit one or more letters from a word, and join it to another word, making one word out of the two. These shortened forms are called **Contractions**.

1. Can't is for can not.
2. Doesn't is for does not.
3. Don't is for do not.
4. Didn't is for did not.
5. Hasn't is for has not.
6. Haven't is for have not.
7. Isn't is for is not.
8. It's is for it is.
9. Wasn't is for was not.

Notice the use of the apostrophe in contractions.

2. Use each of the above contractions in a sentence.

3. Remember that there are no such contractions as **ain't** and **hain't**.

FIFTH GRADE.

To the Teacher: The weekly composition work, as described in the notes preceding the third and fourth grades, should be continued.

LESSON I.

1. A Noun is the name of anything; as, London, city, man, hope.

2. A Proper Noun is the name of a particular person, place, or thing; as, Charles, London, Tower.

3. A Common Noun is a general name, and can be applied to any one of a class; as, boy, city, dog.

4. Several parts of speech are subject to changes in form and meaning; as, boy, boy's; girl, girls; large, larger; read, reads. Such changes of form or meaning are called **Properties**, or **Modifications**.

5. Notice these nouns and pronouns:

man	boy	tree	he
woman	girl	it	she

You will notice that some of them refer to males, some

to females, and some to objects neither male nor female. This distinction in regard to sex is called **Gender**. Gender means sex.

6. Gender is a distinction of nouns and pronouns in regard to sex.

7. Nouns and pronouns that refer to males are of the **Masculine Gender**; as, father, he, Henry, king.

8. Nouns and pronouns that refer to females are of the **Feminine Gender**; as, mother, she, Mary, queen.

9. Nouns and pronouns that refer to objects neither male nor female are of the **Neuter Gender**; as, tree, city, it, house.

10. Nouns and pronouns that refer to either males or females, or both, are of the **Common Gender**; as, parent, bird, they, children.

LESSON II.

1. Name the gender of the nouns and pronouns in these sentences:

1. Gertrude has neither father nor mother.

2. The captain tells his adventures to the children.

- 3 The old ferryman rowed the little boat.
4. John has a fine gold watch; his father gave it to him.
5. That little girl has lost her parasol.
6. The teachers and pupils heard the girl's song.
7. The eagle can carry a lamb in his talons.
8. The boys were caught in a terrible storm.

2. Copy these masculine nouns, and opposite each write the corresponding feminine form:

son	uncle	father	male
bachelor	gander	husband	boy
prince	Jew	actor	Mr.
nephew	king	brother	

LESSON III.

1. Write three sentences, each having a masculine subject and a feminine object.

2. Write three sentences, each having a feminine subject and a masculine object.

3. Write three sentences, each having a noun or pronoun of the common gender for the subject, and a neuter object.

4. Write three sentences, each having a neuter subject, and a noun or pronoun of the common gender for the object.

5. Write three sentences, each containing one word of each of the three genders: masculine, feminine, neuter.

6. Write three sentences, each containing one word of each of the four genders: masculine, feminine, neuter, common.

LESSON IV.

CAPITALS.—PUNCTUATION.—REVIEW.

1. A capital letter should be used—

1. For the first letter of every sentence. ✓
2. For the first letter of every proper noun. ✓
3. For the first letter of every line of poetry. ✓
4. For the first letter of every direct quotation. ✓
5. For initials that represent proper nouns. ✓
6. For the words **I** and **O**.
7. For the first letter of all names applied to the Deity.
8. For the first letter of the days of the week and the months of the year; but the names of the seasons should not begin with a capital.

2. Write one sentence to illustrate each of the above rules for capitals.

3. A letter or letters are often used for a word of which they are a part; as, **Gen.** for **General**, **doz.** for **dozen**. These shortened forms are called **Abbreviations**.

4. A period should be used —

1. At the close of each declarative and imperative sentence.
2. After each initial.
3. After every abbreviation.

5. Write one sentence to illustrate each of the three rules for the use of the period.

6. A comma should be used —

1. To separate the name of the person addressed from the remainder of the sentence.

If the name is not at the beginning or end of the sentence, two commas must be used.

2. To separate the words of a series. The word **and** is seldom used, except between the last two of a series; but if **and** is used between every two, no comma should be used. Examples: The farmer raises wheat, corn, and oats. The farmer raises wheat and corn and oats.

7. The interrogation point should be used at the close of every interrogative sentence.

8. Write sentences illustrating the rules for the use of the comma and interrogation point.

LESSON V.

1. Name the subject, predicate, and object of these sentences. Copy all the nouns, placing the proper and the common nouns in separate columns. Name the gender of each noun.

1. The Legislature adjourned at 10 o'clock.
2. The Mississippi river has a length of four thousand miles.
3. The lowing herd winds slowly o'er the lea.
4. Honor and shame from no condition rise.
5. Who wrote *Paradise Lost*?
6. Time had worn deep furrows in his face.
7. Wisdom is better than strength.
8. A gang of thieves was captured by the police.
9. The bravery of the soldier was remarkable.

2. Diagram the sentences in paragraph 1, except the first and the seventh.

LESSON VI.

PERSON.

1. Examine these sentences:

1. I, John, am sixteen years old.
2. Henry, you are sixteen years old.
3. William says he is sixteen years old.

You will observe that **I** and **John** in the first sentence refer to the speaker, that **Henry** and **you** in the second

sentence refer to the person spoken to, and that **William** and **he** in the third sentence refer to the person spoken of. This change in the use of nouns and pronouns is called **Person**.

2. Person is that property of a noun or pronoun which denotes the speaker, the person spoken to, or the person spoken of.

3. The **First Person** denotes the speaker; as, "**I, Paul**, am an apostle."

4. The **Second Person** denotes the person spoken to; as, "**James**, come here." "**Mr. President**, I second that motion."

5. The **Third Person** denotes the person or thing spoken of; as, "**Cæsar** was a general." "I heard the **thunder** roar."

6. Name the gender and person of the nouns and pronouns in these sentences:

1. Friends, I am glad to see you. *c. second*
2. Are these trees old? *Third*
3. Are you here too, Brutus? *second*
4. The citizens believe that they are not in the wrong. *third m.*
5. Edward VII. is King of England. *third*
6. When Lucy had solved the problem she said, "I have it." *third*

7. Write a sentence containing—

1. A pronoun, third person.
 2. A pronoun, second person.
 3. A pronoun, first person.
 4. A noun, third person.
 5. A noun, second person.
 6. A noun, first person.
-

LESSON VII.

Write a sentence containing—

1. A proper noun, masculine, third person.
2. A proper noun, masculine, second person.
3. A proper noun, feminine, second person.
4. A proper noun, feminine, first person.
5. A common noun, feminine, third person.
6. A common noun, feminine, second person.
7. A common noun, masculine, first person.
8. A common noun, masculine, third person.
9. A pronoun, masculine, third person.
10. A pronoun, feminine, third person.
11. A pronoun, neuter, third person.
12. A pronoun, first person.

LESSON VIII.

NUMBER.

1. Examine these nouns and pronouns :

book, books ; box, boxes ; I, we ; he, they.

You will observe that some of them mean one, and some mean more than one. This change in meaning is called **Number**.

2. Number is that modification of a noun or pronoun by which it denotes one or more than one.

3. The **Singular Number** denotes but one.

4. The **Plural Number** denotes more than one.

5. Most nouns form the plural by adding **s** to the singular ; as, **tree, trees ; eagle, eagles**.

6. Notice these singular and plural nouns :

dress, dresses ; bench, benches ; fox, foxes ; dish, dishes.

If you add **s** to these singular nouns, you will find that you cannot pronounce them without making an additional syllable. The plural of such nouns is formed by adding **es**.

7. Nouns ending in **s, z, x, sh, and ch** form the plural by adding **es**.

8. Write the plural of each of these nouns :

book	letter	church	brush
desk	bottle	glass	dress
bunch	inch	box	wish
bee	horse	ostrich	topaz

9. Write the singular of each of these plural nouns :

prizes	taxes	benches	grasses
walls	mosses	sponges	notches

LESSON IX.

1. The letters **a, b, c, d**, etc., are called the **Alphabet**.

2. Of the twenty-six letters in the alphabet, **a, e, i, o**, and **u** are vowels ; the other letters are consonants.

3. Examine these singular and plural nouns :

boy, boys ; lady, ladies.

What letter precedes **y** in **boy** ? Is it a vowel or a consonant ? What letter precedes **y** in **lady** ? Is it a vowel or a consonant ?

4. Nouns ending in **y** preceded by a vowel form the plural by adding **s**. Nouns ending in **y** preceded by a consonant form the plural by changing **y** to **i** and adding **es**.

5. Write the plural of each of these nouns, and give the rule :

lady	tidy	body	pony
day	joy	city	toy
daisy	berry	turkey	chimney
county	ferry	baby	valley
monkey	donkey	penny	duty
boy	beauty	play	cherry

LESSON X.

NUMBER—Continued.

1. Some nouns form their plural irregularly;
as —

child, children;	goose, geese;
foot, feet;	man, men;
mouse, mice;	ox, oxen;
tooth, teeth;	woman, women.

2. Change the nouns of these sentences from the singular to the plural, and write the sentences correctly :

1. The alley is narrow.
2. The branch is long.
3. The army has marched a long distance.
4. The monkey is a cunning animal.
5. A large fly is on the plate.
6. My pony is black and my ox is brown.

7. The mouse is in the barrel.
8. One front tooth is decayed.
9. The wild goose comes from the north.
10. The lily is an Easter flower.

3. Examine these sentences :

1. This man is old.
2. That boy is skating.
3. These men are old.
4. Those boys are skating.

4. **This** and **that** are used with singular nouns, and **these** and **those** with plural nouns.

5. Use **these** instead of **this**, and **those** instead of **that**, and rewrite these sentences :

1. This lady has a bonnet.
2. That ox is large.
3. Was this cent made in 1898 ?
4. That wild goose is going south.

6. Fill these blanks with **this**, **that**, **these**, and **those**, in turn, and write the sentences correctly :

1. I do not like — kind of apples.
2. — sort of berries is not sweet.
3. The teacher likes to have — kind of boys in his school.

LESSON XI.

REVIEW.

1. Write three sentences, each having a plural subject and a singular object.

2. Write three sentences, each having a singular subject and a plural object.

3. Write the plural of three nouns ending in *y* preceded by a consonant.

4. Write the plural of three nouns ending in *y* preceded by a vowel.

5. Write the plural of these words:

pulley	poppy	journey	copy
kidney	dairy	gallery	truth

6. Change the subjects of these sentences from the singular to the plural, and rewrite the sentences:

1. The lady sang a song.
2. My pony has white feet.
3. One family lives in that old house.
4. The leaf of the palm tree is large.
5. An ox has two large eyes.
6. This woman has no home.

LESSON XII.

1. Name the gender, person, and number of each noun and pronoun in these sentences :

1. The topaz is a beautiful gem.
2. The traveler delighted us by singing a solo.
3. My friends, why do you return so soon ?
4. I, John, saw all these things.
5. The deer were admiring themselves in the brook.
6. The farmer was breaking prairie with three yoke of oxen.
7. Mr. President, I rise to ask a question.

2. Diagram the sentences in paragraph 6 of the preceding lesson.

LESSON XIII.

CASE—NOMINATIVE AND OBJECTIVE.

1. Examine these sentences:

1. The man is sick. *the man is sick*
2. I know the man. *ob*
3. The book belongs to the man. *ob*
4. I have the man's hat. *ob*

You will observe that a noun (or a pronoun) may have different offices in a sentence. It may be the subject, it may be the object of a verb or preposition, or it may denote possession. These different offices of nouns and pronouns are called **Cases**.

2. **Case** is that modification of nouns and pronouns which shows their relation to other words.

3. A noun or pronoun used as the subject of a sentence is in the **Nominative Case**.

4. A noun or pronoun used as the object of a verb or preposition is in the **Objective Case**.

5. Give the case of all the nouns in these sentences :

1. The dog caught the pet kitten. *objective*
2. Burgoyne surrendered at Saratoga. *n*
3. The Second Continental Congress convened at Philadelphia.
4. The temple of Jupiter was in Rome.
5. The dog ran under the house. *n*
6. Can the deer run ?
7. Have the men returned from the city ?
8. Education gives power.
9. Necessity never made a good bargain.
10. No man can hide his shame from heaven.

6. Use each of these words in three sentences—first, in the **nominative case** ; second, in the **objective case**, object of a verb ; third, in the **objective case**, object of a preposition :

bee

pear

hill

money

7. Write three sentences, each having a noun in the **objective case**, object of a verb, and a noun in the **objective case**, object of a preposition.

LESSON XIV.

CASE — Continued.

1. Examine this sentence :

Milton was a poet.

Is **poet** part of the predicate ? Does it mean the same person as **Milton** ? Does the verb **was** express action ? Can **poet** be the object of **was** ?

2. When a noun forms part of the predicate and denotes the same person or thing as the subject, it is called a **Predicate Noun**, or **Predicate Nominative**, and is in the same case as the subject.

3. The predicate nominative may be a pronoun ; as, "I am **he**;" "It is **I**."

4. Name the predicate noun in each of these sentences :

1. Cæsar was the conqueror of Gaul.
2. Harvey was the discoverer of the circulation of the blood.
3. Grant was the leader of the army.
4. Defoe was the author of "Robinson Crusoe."
5. They had been friends in youth.
6. Washington has been called the Father of his Country.
7. The studious boy became a good scholar.

5. Write three sentences, each containing a predicate noun.

6. Write two sentences, each containing a pronoun in the predicate.

LESSON XV.

1. Use a predicate noun to tell what each of these things is ; as, "Gold is a precious metal."

To the Teacher : Have the sentences as specific as possible. Do not accept "The dog is an animal," but "The dog is a domestic animal," or "The dog is a quadruped."

robin	herring	rose	potato
oak	diamond	plow	wagon
eagle	house	carpenter	snake

2. Write the sentences again, making the subjects plural.

LESSON XVI.

1. Notice this diagram :

Milton	|	was	=	poet.
				<div style="border: 1px solid black; padding: 2px; display: inline-block;">a</div>

A noun or pronoun in the predicate is separated from the verb by two dashes. The predicate noun always means the same person or thing as the subject.

2. Diagram these sentences :

1. A brook is a stream of water.
2. A house is a building.
3. A sea is a large body of water.
4. A mountain is a high elevation of land.
5. A noun is the name of anything.
6. The President had been a soldier.

3. Diagram the sentences in paragraph 4, Lesson 14.

LESSON XVII.

CASE—FORMATION OF THE POSSESSIVE.

1. A noun or pronoun used to denote possession is in the **Possessive Case**.

2. In these sentences examine the nouns that are in the possessive case :

1. The boy's hat is torn.
2. The boys' hats are torn.
3. The child's books are new.
4. The children's books are new.

Notice that the word **children** is plural, but it does not end in **s**.

3. Singular nouns, and plural nouns not ending in **s**, form the possessive by adding the apostrophe (') and **s**.

Plural nouns ending in *s* form the possessive by adding the apostrophe only.

When you wish to write the possessive plural of a noun, write the plural first, then examine it before you decide whether to add the apostrophe only or the apostrophe and *s*.

4. Write the possessive singular, the plural, and the possessive plural of these nouns ; thus —

<i>Pos. Sing.</i>	<i>Plural.</i>	<i>Pos. Plural.</i>
boy's.	boys.	boys'.

(bird, man, child, dog, lady, woman, box, horse.

5. Change these expressions to the form of the possessive case ; thus —

The hat of the lady — The lady's hat.

1. The hats of the ladies.
2. The store of the farmers.
3. The shoes of the children.
4. The feathers of the bird.
5. The feathers of the birds.
6. The wings of the butterflies.
7. The tails of the monkeys.
8. The records of the ball-players.
9. The decision of the judges.*

*These exercises should be continued until the pupils can form the possessive without making mistakes.

LESSON XVIII.

REVIEW.

1. Name the case of each noun in these sentences :

1. The teacher and pupils heard the girl's song.
2. December's cold and dreary days are here.
3. ^{was} Cæsar conquered Gaul.
4. Harvey discovered the circulation of the blood.
5. Grant led the army.
6. Defoe wrote "Robinson Crusoe."
7. The Romans conquered the civilized world.
8. The grim beadle now made a gesture with his staff.
9. The waves rush in on every hand.
10. Grandfather's chair stood by the fireside.
11. The laws of nature are the thoughts of God.
12. Franklin invented the lightning-rod.
13. Fulton was the inventor of the steamboat.
14. The people of Denmark, Norway, and Sweden are called Scandinavians.
15. Roger Williams was the founder of Rhode Island.
16. Lee surrendered his army to Grant.

LESSON XIX.

Diagram the sentences in Lesson 18.

In the ninth sentence the word **in** is an adverb, modifying **rush**.

LESSON XX.

1. Use each of these nouns in six sentences: First, in the nominative case, subject; second, in the nominative case, predicate; third, in the objective case, object of a verb; fourth, in the objective case, object of a preposition; fifth, in the possessive singular; sixth, in the possessive plural.

squirrel, mountain, coward, pony.

2. We now see that the modifications of nouns are gender, person, number, and case.

LESSON XXI.

COMPARISON BETWEEN A CHURCH AND A COTTAGE.

1. In what respects they are alike:

Both have walls of brick, stone, or wood; have foundations; windows; doors; floors; roofs, etc.

2. How they differ:

A church has few rooms; rooms large; not much furniture; no conveniences for living; sometimes crowded, sometimes empty.

A cottage has many rooms; rooms generally small; plenty of furniture; arranged for living; used all the time; not crowded.

3. Write sentences telling the resemblances and differences, and then combine your sentences into a composition.
-

LESSON XXII.

THE BOY AND THE WOLF.

A boy who watched his father's sheep would for sport sometimes cry out, "A wolf! a wolf!" When the men came from their work to help him, the boy would laugh at them for their trouble.

But one day a wolf really came. The boy then cried out in earnest, "A wolf! a wolf! Do come and help me!" But the men thought he was only trying to deceive them, and they paid no attention to his cries. So the wolf killed nearly all the sheep.

1. Copy the above story carefully.
 2. Write the story in your own words.
-

LESSON XXIII.

PHRASES CLASSIFIED.

1. A modifier may be a phrase; as—

1. The strength **of the lion** is great.

2. The President lives **in Washington**.

The phrase **of the lion** modifies the noun **strength**; it tells what strength is great.

In Washington modifies the verb **lives**; it tells where he lives.

2. A phrase modifying a noun or pronoun is an **Adjective Phrase**, and a phrase modifying a verb, an adjective, or an adverb, is an **Adverb Phrase**.

3. Copy the phrases in these sentences. Place the adjective phrases in one column and the adverb phrases in another :

- ✓ 1. The sun sets in the west.
 2. The house on the hill is large.
 3. Hannibal was a general of great renown.
 4. The train of emigrants went slowly over the prairie.
 - ✓ 5. The university stands on a hill.
 6. The water of the ocean is salt.
 7. A large number of bushels of wheat was carried on a train of twenty cars.
 8. The city of Philadelphia is on the Delaware river.
-

LESSON XXIV.

1. Diagram the sentences in paragraph 3, Lesson 23.

2. Write three sentences, each containing an adjective phrase.

3. Write three sentences, each containing an adverb phrase.

LESSON XXV.

THE NOUN.

Write an essay on the noun, telling all you can about its classes and properties, and giving at least one example after each definition.

LESSON XXVI.

PRONOUNS—CLASSIFICATION.

1. A Pronoun is a word used instead of a noun.
2. The **Antecedent** of a pronoun is the word for which it stands.

The antecedent generally comes before the pronoun, and it is so called because the word antecedent means going before.

You have noticed that the pronouns **I** and **we** always refer to the speaker, **you** always refers to the person spoken to, and **he**, **she**, and **it** always refer to the person or thing spoken of. Because these pronouns show by their form whether they stand for the speaker, the person spoken to, or the person spoken of, they are called **Personal Pronouns**.

3. A Personal Pronoun is one that indicates its person by its form.

4. The following are the personal pronouns :

SINGULAR.

Nominative	.....	I	thou	you	he	she	it
Possessive	.....	my	thy	your	his	her	its
Objective	.....	me	thee	you	him	her	it

PLURAL.

Nominative	.....	we	ye, you	they
Possessive	.....	our	your	their
Objective	.....	us	you	them

5. Learn all the forms of the personal pronouns.

6. The possessive forms given above are used with nouns, but the forms **mine, thine, hers, ours, yours, and theirs** are used when no noun follows the possessive ; as —

That is my pencil.

That pencil is mine.

This is your book.

This book is yours.

7. Write two sentences, each containing—

1. A personal pronoun in the nominative case.
2. A personal pronoun in the objective case.
3. A personal pronoun in the possessive case.
4. One of the forms given in paragraph 6.

LESSON XXVII.

1. Sometimes **self** or **selves** is added to the personal pronouns. They are then called **Compound Personal Pronouns**.

2. The Compound Personal Pronouns are **myself**, **thyself**, **yourself**, **himself**, **herself**, and **itself**, in the singular; and the plurals, **ourselves**, **yourselves**, and **themselves**.

3. Examine these sentences:

1. Who has my book?
2. Which is right?
3. What have you?

In these sentences **who**, **which**, and **what** stand for the names that represent the answers to the questions; therefore they are pronouns. They are used to ask questions; therefore, they are called **Interrogative Pronouns**.

4. An Interrogative Pronoun is one used in asking questions.

5. The Interrogative Pronouns are **who**, **which**, and **what**. **Whose** is the possessive form of **who** and **which**, and **whom** is the objective form of **who**.

6. Write five sentences, each containing an interrogative pronoun.

7. Write eight sentences, each containing a compound personal pronoun.

LESSON XXVIII.

1. Examine these sentences :

1. Some (men) are rich.
2. Each (pupil) must study for himself.
3. This book is yours, that (book) is mine.

In these sentences, if we use the words in parentheses, the words **some**, **each**, and **that** are adjectives. If we omit the words in parentheses the words **some**, **each**, and **that** take their place, or stand for them. Therefore, they are called **Adjective Pronouns**.

Notice that a word is always understood after an adjective pronoun.

2. An Adjective Pronoun is one that performs the offices of an adjective and a noun.

3. Point out all the pronouns in these sentences, and tell whether they are personal, interrogative, or adjective :

1. Who defeated Napoleon ?
2. Many do not obtain their wishes.
3. Who is he ?

4. I heard her request.
5. These are white, but those are black.
6. I saw them when they did it.
7. Whose marbles are these?
8. They have themselves to blame.

4. Write sentences, using each of these words as an adjective pronoun :

all	some	these	those
few	many	this	that

LESSON XXIX.

PRONOUNS—AGREEMENT.

1. Examine these sentences :

1. John learns because **he** studies.
2. The lady supported **herself** by sewing.
3. All men must do **their** duty.

You will notice that **he** agrees with **John** in gender, person, and number, that **herself** agrees with **lady**, and **their** agrees with **men**. You will also notice that these pronouns do not all have the same case as their antecedents.

2. A pronoun must have the same gender, person, and number as its antecedent, but its case depends on its office in the sentence.

3. Give the gender, person, and number of these pronouns :

1. The rich man left all his money to his children.
 2. The little animal ran to its hiding-place.
 3. The queen dismissed her waiting-maid.
 4. The little girl went with her mother.
 5. Boys often injure themselves while they are playing.
 6. What did he say?
 7. He will keep his promise.
 8. We ourselves are to blame.
 9. The boy made a house and called it a castle.
 10. George and Henry have learned their lessons.
 11. Either George or Henry will lend you his book.
 12. Each of the men took his gun.
 13. All the men took their guns.
 14. Each of the girls will do her own work.
-

LESSON XXX.

1. Notice the case forms of these pronouns :

1. It is I.
2. It is he.
3. It was she.
4. It was they.
5. It was James and I.
6. It is we.
7. It is n't she.
8. It was n't I.

Observe that the nominative form should be used when a pronoun is in predicate with a verb.

2. Fill each of these blanks with a personal pronoun :

1. Who did that? It was —.
 2. Was it — or — ?
 3. Who are these? It is Jennie and —.
 4. Have — and — been to the city?
 5. — and — arrived last week.
 6. I thought it was —.
 7. It could not have been —.
 8. Lucy — and — are in the same class.
 9. It is — who is playing in the yard.
 10. It is — who are coming to-day.
 11. Is it — who am expected to sing?
 12. It is — who want to go, not —.
-

LESSON XXXI.

Diagram these sentences, and pick out all the nouns and pronouns :

1. My friends visit me often.
2. We improve ourselves by close application.
3. Mary's mother sent her to school.
4. Who robbed the bird's nest?
5. This is not right.
6. Very few injure themselves by too much study.
7. What did he do?
8. Thou shalt not kill.
9. Did Mary and Lucy recite their lessons correctly? ✓
10. We followed the fox to its den.
11. Did you bring your slate to school? ✓
12. My friend has hurt himself.

LESSON XXXII.

REVIEW.

1. Write a sentence having for its subject —

1. A personal pronoun, plural.
2. A personal pronoun, first person.
3. A personal pronoun, second person.
4. A personal pronoun, masculine, third person.
5. An interrogative pronoun.
6. An adjective pronoun.

2. Write a sentence having for its predicate
nominative —

1. A personal pronoun, third person.
2. A personal pronoun, feminine.
3. A personal pronoun, plural, third person.
4. A personal pronoun, plural, first person.
5. A personal pronoun, masculine, third person.

3. Write a sentence having for its object —

1. An adjective pronoun.
 2. An interrogative pronoun.
 3. A personal pronoun.
 4. A compound personal pronoun.
-

LESSON XXXIII.

CONTRACTIONS.

1. Notice these contractions.

1. Are n't is for are not.
2. Could n't is for could not.

3. He 'll is for he will.
4. I 'll is for I will.
5. She 'll is for she will.
6. Were n't is for were not.
7. Won't is for will not.
8. Would n't is for would not.

2. Use each of the above contractions in a sentence.

3. Do not use **don't** as a contraction of **does not**.

4. Use four different personal pronouns as the subject of **don't**.

5. Use three different personal pronouns as the subject of **does n't**.

LESSON XXXIV.

Read this poem carefully, then copy it:

BOYS WANTED.

Boys of spirit, boys of will,
Boys of muscle, brain, and power,
Fit to cope with anything,—
These are wanted every hour.

Not the weak and whining drones
Who all troubles magnify,—
Not the watchword of "I can't,"
But the nobler one, "I'll try."

Do whate'er you have to do,
With a true and earnest zeal;
Bend your sinews to the task,—
“Put your shoulders to the wheel.”

Though your duty may be hard,
Look not on it as an ill;
If it be an honest task,
Do it with an honest will.

In the workshop, on the farm,
Or wherever you may be,
From your future efforts, boys,
Comes a nation's destiny.

LESSON XXXV.

Pick out all the nouns and pronouns you can find in the preceding poem, and name the case of as many as you can.

LESSON XXXVI.

Write in your own words what you think each stanza of the poem in Lesson 34 means.

LESSON XXXVII.

ADJECTIVES—CLASSIFICATION.

1. An Adjective is a word used to modify a noun or pronoun.

2. Examine these phrases:

ripe apples, large apples, three apples, this apple.

You will observe that **ripe** and **large** tell the kind or quality of the apples, but **three** and **this** do not tell the kind or quality.

3. A **Descriptive Adjective** is one that describes a noun or pronoun by expressing some quality belonging to it; as, **good** boys, **small** trees.

4. A **Definitive Adjective** is one that does not express a quality; as, **several** boys, **those** trees.

5. Separate these adjectives into two lists, one containing the descriptive and the other the definitive:

high	low	green	long
one	hot	full	deep
beautiful	short	first	last
sweet	hard	that	the
heavy	a	sharp	those

6. Such adjectives as **American**, **Spanish**, etc., are called **Proper Adjectives**, and should begin with a capital letter.

7. Write three sentences, each containing a descriptive adjective.

8. Write three sentences, each containing a definitive adjective.

9. Write three sentences, each containing a proper adjective.

LESSON XXXVIII.

ADJECTIVES — COMPARISON.

1. Examine these sentences :

1. Jane's apple is sweet.
2. Lucy's apple is sweeter than Jane's.
3. Stella's apple is the sweetest of all.

The apples referred to have the quality of sweetness, but they do not have the same degree of sweetness. Adjectives express three different degrees of quality, and as they express these different degrees when two or more objects are compared, these degrees are called **Degrees of Comparison**.

2. Descriptive Adjectives have three degrees of comparison : the **Positive**, the **Comparative**, and the **Superlative**.

Giving the different degrees of an adjective is called **comparing** it, or giving its **Comparison**.

Comparison is the only modification belonging to adjectives.

3. Compare these adjectives :

slow, quick, rough, large.

4/ Adjectives of one syllable form the comparative by adding **er** to the positive, and the superlative by adding **est** to the positive.

If you should compare **ignorant** according to the above rule, you would have **ignorant, ignoranter, ignorantest**. This does not sound well ; therefore, such words are compared by using **more** and **most**; thus, **ignorant, more ignorant, most ignorant**.

5. Adjectives of more than two syllables are compared by placing before the positive **more** for the comparative, and **most** for the superlative.

6. Compare these adjectives :

beautiful, voracious, intelligent, comprehensive.

7. Most adjectives of two syllables are compared by using **more** and **most**.

8. Write the comparison of these adjectives :

high	useful	tough	healthful
delicious	fragrant	graceful	temperate

LESSON XXXIX.

COMPARISON — Continued.

1. Write all the consonants.

2. Many words are made from other words by placing one or more letters before or after them; as, **old, older; kind, unkind.**

3. One or more letters added to the end of a word are called a **suffix**, but when they are placed before a word they are called a **prefix**.

4. Name the prefixes and suffixes in these words:

unpleasant	impure	bolder	folding
thankful	dishonest	brainless	mispronounce

5. Notice the comparison of these adjectives:

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
pretty,	prettier,	prettiest;
gentle,	gentler,	gentlest.

The last **e** in **gentle** is silent; that is, it is given no sound when the word is pronounced.

6. Adjectives of two syllables ending in **y** or silent **e** are compared by using **er** and **est**.

7. Notice these words:

pretty, prettier, prettiest; try, tries, tried, trying.

8. Words ending in **y** preceded by a consonant, change **y** to **i** when a suffix is added not beginning with **i**.

9. Compare these adjectives :

lazy, friendly, cloudy, early.

10. Notice these words :

gentle + er = gentler.

love + ing = loving.

hope + ed = hoped.

You will notice that final **e** of these words is dropped before the suffix is added.

11. Words ending in silent **e** drop the **e** before a suffix beginning with a vowel.

12. Compare these adjectives ;

noble, humble, wise, fine.

LESSON XL.

COMPARISON — Continued.

1. Some very common adjectives are irregular in their comparison ; as —

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
good,	better,	best ;
bad,	worse,	worst ;
ill,	worse	worst ;
little,	less,	least ;
much,	more,	most ;
many,	more,	most.

2. Write the comparison of these adjectives :

little	sweet	broad	heavy
wide	merry	thick	famous
sick	red	thin	sad

3. Pick out the adjectives in these sentences, and name the degree of each :

1. The field is large and fertile.
2. The ball is round.
3. New York is smaller than Texas.
4. This entire country once belonged to the wild Indians.
5. Some crimes are worse than others.
6. Great men are not always wise.
7. True courage is cool and calm.
8. Sixty minutes make an hour.
9. She is more precious than rubies.
10. The day was cloudy, and the sea was very rough.
11. The noblest mind the best contentment has.

LESSON XLI.

1. Write answers to the following questions :

What is an adjective? How many classes of adjectives? Name and define each. Which class is compared? How many degrees of comparison do adjectives have? Name them. How are adjectives of one syllable compared? Of three syllables? What adjectives of two syllables are compared like adjectives of one syllable?

What two rules of spelling have you learned? Give examples of each.

Are adjectives always placed before the words they modify? Are they ever used in the predicate with a verb? If so, give an example.

2. Arrange your answers to the preceding questions so as to make a connected essay.

LESSON XLII.

1. Diagram sentences 1, 2, 4, 6, 7, 8, and 11 of paragraph 3, Lesson 40.

2. Write a sentence for each group of two words, using an adjective in the comparative degree; thus, "A mountain is higher than a hill."

cow — pig

winter — fall

month — week

boy — girl

Texas — Kansas

barn — house

day — night

snow — frost

street — alley

gold — iron

LESSON XLIII.

1. Write a sentence for each group of three words, using an adjective in each of the three degrees of comparison; thus, "A lake is large,

a sea is larger, but an ocean is largest." Use a different adjective for each group.

iron — lead — gold
 wolf — tiger — lion
 hoe — knife — razor
 thread — string — rope
 child — boy — man
 clay — brick — stone

2. Use the comparative degree of each of these adjectives in a sentence :

deep	warm	cold	precious
thin	heavy	high	coarse
short	beautiful	long	strong

LESSON XLIV.

ARTICLES.—REVIEW.

1. The adjectives **a**, **an**, and **the** are sometimes called **Articles**. **A** is used before words beginning with a consonant sound, and **an** before words beginning with a vowel sound.

Read the preceding paragraph carefully. The word **honest** begins with a consonant, but it begins with a *vowel sound* because **h** is silent. We should say "an honest man," not "a honest man."

The word **union** begins with a vowel, but it begins with a consonant sound because its first sound is that of **y**—*yunion*. We should say "a union of forces," not "an union of forces."

2. Fill these blanks with **a** or **an**, and complete the sentences :

1. — old tree.
2. — hundred thousand horsemen.
3. We worked diligently, and by — united effort we —.
4. After — honorable career he —.

3. Fill these blanks with personal pronouns :

1. It is — who is standing at the gate.
2. It is — who are standing at the gate.
3. It is — who am standing at the gate.
4. Who is there? It is —.
5. Are you — who was expected?

4. Add phrases to these sentences :

1. I shall go to school —.
2. We have a holiday —.
3. Cotton is grown —.
4. Tea is brought —.
5. Columbus sailed —.
6. Dewey gained a victory —.

LESSON XLV.

REVIEW.

1. Change the adjectives printed in black letters to phrases :

1. **Sensible** men sometimes differ.
2. This is a **mathematical** problem.

3. The snake was lying in its **grassy** bed.
4. The **Spanish** gentleman has departed.
5. **Courageous** men are needed.
6. They dwelt in a **wooden** house.
7. The queen wears a **golden** crown.

2. In these sentences, name the gender, person, number, and case of each noun, and the degree of each adjective :

1. The knife was sharp and keen.
2. To-morrow we shall be gay and happy.
3. The day is long and dark and dreary.
4. Frank will sometime be a famous man.
5. The audience at the concert was respectful and attentive.
6. The retreat from Moscow was very disastrous.

3. Diagram the sentences in paragraph 2.

LESSON XLVI.

Finish these sentences, connect them, and complete the story :

Man owned dog and donkey. Dog would leap upon master — lick hands — bark, when master returned. Master — pleased. Donkey thought he would do the same.

LESSON XLVII.

VERBS—CLASSIFICATION.

1. A Verb is a word that denotes action or being.

2. Examine these sentences :

1. The boys walk.
2. The boys walked.
3. The boys will walk.

What time is expressed by the verb in the first sentence? In the second? In the third?

In speaking of the time expressed by verbs, we use the word **tense** instead of the word **time**. We say a verb is in the **Present Tense**, **Past Tense**, or **Future Tense**.

Which tense denotes present time? Past time? Future time?

3. Examine these sentences :

1. The boys walk.
2. The boys are walking.
3. The boys walked.
4. The boys have walked.

In what tense is the verb of the first sentence? Of the second? Of the third?

What is the past tense of **walk**? How is it formed from **walk**? What form of **walk** is used with **are** in the second sentence? With **have** in the fourth sentence?

4. The form of the verb ending in **ing** and the form used with **have** are called **Participles**. **Walk-**

ing is the **present participle** and **walked** is the **past participle** of the verb **walk**.

5. Notice the past tense and the participles of these verbs :

	<i>Present Participle.</i>	<i>Past Tense.</i>	<i>Past Participle.</i>
1. Walk,	walking,	walked,	walked.
2. Jump,	jumping,	jumped,	jumped.
3. Write,	writing,	wrote,	written.
4. Go,	going,	went,	gone.

You will notice that the past tense and the past participle of the first two verbs end in **ed**. These are called **Regular Verbs**.

You will also notice that the past tense and the past participle of the last two verbs do not end in **ed**. These are called **Irregular Verbs**.

6. Notice the past tense and the participles of these verbs :

chop,	chopping,	chopped,	chopped.
permit,	permitting,	permitted,	permitted.

You will observe that while there is but one **p** in **chop**, there are two in **chopped** and **chopping**; and that while there is but one **t** in **permit**, there are two in **permitted** and **permitting**.

The same change of spelling is seen in comparing some adjectives; as—

thin,	thinner,	thinnest.
sad,	sadder,	saddest.

This doubling of the last (or final) consonant of a word occurs only in words of one syllable, or of more than one syllable accented on the last.

7. Words of one syllable, and words of more than one syllable accented on the last, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel.

8. A Regular Verb is one that forms its past tense and past participle by adding *ed* to the present, in accordance with the rules of spelling.

9. An Irregular Verb is one that does not form its past tense and past participle by adding *ed* to the present.

10. Write opposite each of these verbs its present participle, its past tense, and its past participle :

play	cry	study	see
do	catch	whip	fight
love	blow	pity	try
say	omit	do	pluck

LESSON XLVIII.

VERBS—CLASSIFICATION—Continued.

1. A Transitive Verb is one that requires an object to complete its meaning.

2. An Intransitive Verb is one that does not require an object to complete its meaning.

3. Pick out the verbs in these sentences, and tell whether they are regular or irregular, transitive or intransitive :

1. The boy threw the ball.
2. A poor man wants some things.
3. A covetous man wants all things.
4. Some roses bloom early.
5. The rain moistened the ground.
6. This industrious boy received a suitable reward.
7. Many wild beasts inhabit Africa.
8. A soft answer turneth away wrath.
9. Industry leads to wealth.
10. Life's greatest good is wrought on the anvil of industry.
11. The book by my side is an arithmetic.
12. I had driven the horse slowly down the street.
13. I met Mr. Smith at Saginaw.

4. Diagram the preceding sentences.

LESSON XLIX.

REVIEW.

1. Write three sentences, each containing —

1. A regular, transitive verb.
2. An irregular, transitive verb.
3. A regular, intransitive verb.
4. An irregular, intransitive verb.

2. We have now learned that verbs are divided into classes, as follows :

- | | |
|----------------------------|-----------------|
| 1. According to form..... | { Regular. |
| | { Irregular. |
| 2. According to meaning .. | { Transitive. |
| | { Intransitive. |

3. Write the present participle and the past participle of three regular verbs requiring the application of the rule of spelling in regard to—

1. Dropping silent **e**.
2. Changing **y** to **i**.
3. Doubling the final consonant.

4. Write the past tense and the two participles of three irregular verbs.

LESSON L.

VERBS—VOICE.

1. Sometimes the subject is that which does something, and sometimes it is that to which something is done, as you will see by examining these sentences :

1. The boy chooses.
2. The boy is chosen.

In the first sentence the subject is the actor, and in the second sentence the subject is the receiver of the act.

2. When the subject denotes the actor the verb is said to be in the **Active Voice**, and when the subject denotes the receiver of the act the verb is said to be in the **Passive Voice**.

3. Name the voice of each verb in these sentences :

1. The rain fell in torrents.
2. The rain was expected.
3. They may overtake the party.
4. He sent a messenger at break of day.
5. The letter was carried by a special messenger.
6. The workmen are building a bridge.
7. The bridge is built of stone and iron.
8. The voices of the drivers are heard.
9. The dewdrops sparkle like diamonds.
10. Rolling stones gather no moss.

4. Use each of these words as the subject of a verb in the active voice :

corn	roses	rabbit	he
friend	dog	sailor	snow

5. Use each of the words given in paragraph 4 as the subject of a verb in the passive voice.

LESSON LI.

VERBS—NUMBER.

1. Examine these sentences:

1. He runs.
2. We run.
3. They run.

You will notice that a verb in the present tense ends in **s** when the subject is singular, but does not end in **s** when the subject is plural.

When the subject is **I** the verb does not end in **s**.

2. Use each of these words as the subject of a verb in the present tense. (Do not use **is**, **are**, **has**, or **have**.)

mountains	hammock	Kansas
authors	soldier	general

3. Use each of these verbs as a predicate:

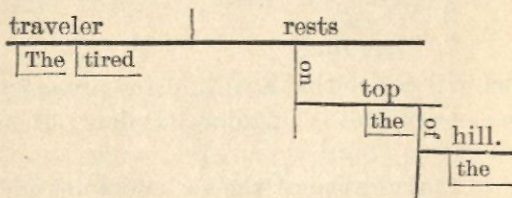
sing	sings	extends	extend
denotes	denote	brings	sting

4. Since a verb may change its form when the number of its subject is changed, a verb is said to agree with its subject in number.

5. Classify these verbs (regular or irregular, transitive or intransitive), and name the voice and number of each:

1. This work requires a long pencil.
2. Cotton and rice need much rain.

3. All the air a solemn stillness holds.
4. Thirty trees were found in this field.
5. With a slow and noiseless footstep comes that messenger divine.
6. We started in the afternoon of the second day.
7. The tired traveler rests on the top of the hill.



6. Diagram the sentences in paragraph 5.

LESSON LII.

SUMMER IN THE COUNTRY.

Complete these sentences, then combine them and make a connected story :

Days — long — hot. Nights —. Roads —
 dusty. Corn —. Wheat —. Grass —. Trees
 — leaves —. Farmers —. Barns —. (Add
 other sentences.)

LESSON LIII.

1. Change these sentences to mean past time; thus, "He is going — he went":

1. The river is high.
2. My friend will arrive next week.

3. There will be a heavy frost to-morrow morning.
4. School begins to-day
5. The boy wears a heavy coat.
6. The snow falls slowly.
7. This mechanic will do good work.

2. Change these sentences to mean present time; thus, "He went —— he is going."

1. The governor will go to Europe next year
2. The thief was caught by the officer.
3. Winter will be here soon.
4. The wheat will be ground.
5. The cellar was dug.
6. Many books were printed.
7. The careless pupil tore his book.
8. Many difficulties had been met and overcome by the army.

LESSON LIV.

PROVERBS.

1. Copy the following proverbs, and study the meaning of each one:

1. Fine feathers do not make fine birds.
2. Great oaks from little acorns grow.
3. Don't cry over spilled milk.
4. Strike while the iron is hot.
5. Where there is a will, there is a way.

6. A bird in the hand is worth two in the bush.
7. A rolling stone gathers no moss.
8. Birds of a feather flock together.

2. Write, in your own words, the meaning of each of the preceding proverbs.

LESSON LV.

1. Rewrite the following sentences, inserting the necessary punctuation and quotation marks:

1. That merchant sells groceries drugs boots and shoes
2. What do you want Henry
3. There is no need children of making so much noise
4. The house is large convenient and comfortable
5. Now boys said the teacher you may be excused
6. After deliberating a long time, the judge said
I believe the prisoner is guilty

2. Write and punctuate six sentences, one somewhat similar to each of the preceding six.

LESSON LVI.

THE ADVERB.

1. An Adverb is a word used to modify a verb, an adjective, or an adverb.
2. Write two sentences, each having an adverb modifying a verb.
3. Write two sentences, each having an adverb modifying an adjective.
4. Write two sentences, each having an adverb modifying an adverb.
5. Some adverbs answer the question, **where?** as, **here, there.** Such adverbs are called **Adverbs of Place.**
6. Some adverbs answer the question, **when?** as, **now, recently.** These are called **Adverbs of Time.**
7. Some adverbs answer the question, **how?** as, **well, badly.** These are called **Adverbs of Manner.**
8. Write three sentences, each containing an adverb of place.
9. Write three sentences, each containing an adverb of time.
10. Write three sentences, each containing an adverb of manner.

LESSON LVII.

Diagram these sentences, and pick out all the adverbs :

1. 'Tis always morning somewhere in the world.
 2. God is everywhere.
 3. The inhabitants of some islands are very savage.
 4. Great scholars do not often become poets.
 5. The victory was fairly won.
 6. The princess was extremely beautiful.
 7. They were agreeably disappointed.
 8. Indolent pupils will not study hard.
 9. How well she can play !
 10. Some people are continually changing their minds.
 11. A very old house stands by the side of the road.
 12. The train came around the curve very rapidly.
 13. How fast the flitting figures come !
-

LESSON LVIII.

1. Read this poem carefully :

THE DEATH OF THE FLOWERS.

1. The melancholy days are come, the saddest of the year,
Of wailing winds, and naked woods, and meadows brown
and sere.
Heaped in the hollows of the grove, the autumn leaves
lie dead ;

They rustle to the eddying gust, and to the rabbit's tread ;

The robin and the wren are flown, and from the shrubs the jay,

And from the wood-top calls the crow through all the gloomy day.

2. Where are the flowers, the fair young flowers, that lately sprang and stood

In brighter light and softer airs, a beauteous sister-hood ?

Alas ! they all are in their graves ; the gentle race of flowers

Are lying in their lowly beds, with the fair and good of ours.

The rain is falling where they lie, but the cold November rain

Calls not from out the gloomy earth the lovely ones again.

3. The windflower and the violet, they perished long ago, And the brier-rose and the orchis died amid the summer glow ;

But on the hills the goldenrod, and the aster in the wood,

And the yellow sunflower by the brook, in autumn beauty stood,

Till fell the frost from the clear cold heaven, as falls the plague on men,

And the brightness of their smile was gone, from upland, glade, and glen.

4. And now, when comes the calm mild day, as still such days will come,

To call the squirrel and the bee from out their winter home ;

When the sound of dropping nuts is heard, though all
the trees are still,
And twinkle in the smoky light the waters of the rill,—
The south wind searches for the flowers whose fragrance
late he bore,
And sighs to find them in the wood and by the stream
no more.

5. And then I think of one who in her youthful beauty
died,—
The fair meek blossom that grew up and faded by my
side.
In the cold moist earth we laid her, when the forests
cast the leaf,
And we wept that one so lovely should have a life so
brief:
Yet not unmeet it was that one, like that young friend
of ours,
So gentle and so beautiful, should perish with the
flowers.

WILLIAM CULLEN BRYANT.

2. Write the meaning of the first two stanzas,
using prose and your own words.

LESSON LIX.

THE PREPOSITION.

1. Point out the phrases in these sentences, and
tell what word each phrase modifies:

1. The squirrel came to me.
2. The tops of the trees are moved by the wind.

3. The book on the table belongs to you.

4. On the top of a high cliff stood the ibex.

You will notice that the last word in each of the preceding phrases is a noun or pronoun, and that the first word of each phrase is a preposition. The object of a preposition is nearly always a noun or a pronoun.

2. A Preposition is a word that shows the relation of its object to some other word in the sentence.

3. A phrase that modifies a noun or pronoun is an **Adjective Phrase**; and a phrase that modifies a verb, adjective, or adverb, is an **Adverb Phrase**.

4. Write three sentences, each containing an adjective phrase.

5. Write three sentences, each containing an adverb phrase.

6. Write three sentences, each containing a preposition with two objects.

LESSON LX.

LETTER FROM CUBA.

Imagine that you are visiting in Cuba. Write a letter to one of your friends, giving a description of your trip and of the country. First make

notes under each of the following topics, then write in full, making a paragraph for each topic:

1. Route and manner of travel.
 2. The climate of Cuba.
 3. Productions.
 4. Scenery.
 5. The people.
-

LESSON LXI.

CONJUNCTIONS AND INTERJECTIONS.

You have already learned that connecting words are called conjunctions. Nearly all the conjunctions used thus far in this book have connected simple words, as two nouns, two verbs, or two adjectives.

1. Examine these sentences:

1. He sailed on the sea and on the ocean.
2. The Dead Sea is salt, but Lake Superior is fresh.

In the first sentence the conjunction **and** connects the two phrases, **on the sea** and **on the ocean**. In the second sentence there are two assertions, or two subjects, each with its own predicate. A subject and predicate used as a part of a sentence are called a **clause**.

2. **A Conjunction** is a word used to connect words, phrases, and clauses.

3. Write three sentences, each having a conjunction connecting—

1. Two words.
2. Two phrases.
3. Two clauses.

4. **An Interjection** is a word used to denote strong feeling or emotion.

Interjections are sometimes called **Exclamations**.

5. Write sentences, using the following words as interjections—

hush! alas! ah! hurrah! oh! well! hark! ha!

Notice the punctuation mark after interjections.

6. Write sentences until you have used at least one word of each class that you have studied.

LESSON LXII.

LETTER FROM HONOLULU.

You have recently gone to Honolulu. Write a letter from there to a friend, using an outline similar to the one in Lesson 60.

LESSON LXIII.

REVIEW.

1. What is a noun? A common noun? A proper noun?
2. What is a pronoun? A personal pronoun? A compound personal pronoun? An interrogative pronoun? An adjective pronoun?
3. What is gender? Define the masculine gender; the feminine; the neuter; the common.
4. When is a noun or pronoun in the nominative case? When in the objective? How is the possessive case of nouns formed?
5. What is an adjective? A definitive adjective? A descriptive adjective?
6. What is a verb? A regular verb? An irregular verb? A transitive verb? An intransitive verb?
7. When is a verb in the active voice? The passive voice? The present tense? The past tense? The future tense?
8. What is an adverb? A preposition? A conjunction? An interjection?

LESSON LXIV.

Name the part of speech of each word, and diagram these sentences :

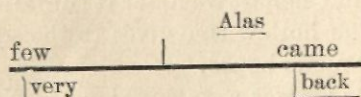
1. Very often men do not keep their promises.
 2. The tall man spoke kindly to the little girl.
 3. The careless girl plays her scales too rapidly
 4. The dark clouds came up very suddenly.
 5. She is painting the head of a girl.
 6. I will be there in a minute.
 7. The rush of the water and the noise of the mill
bring a dreamy deafness.
 8. That honest wagoner is thinking of his dinner.
 9. The hollow tree gives to the squirrel a ready-
made house.
 10. Duroc was a warm friend of Napoleon.
 11. The bear's heavy fur is an excellent mantle
against the snow.
 12. The full moon threw its silvery light upon the
waters of the lake.
-

LESSON LXV.

Name the part of speech of each word and diagram these sentences :

1. A beautiful vase fell with a crash to the floor.
2. Behind the clouds the sun is shining.
3. The long, slender boughs of the willow are the
favorite resort of the oriole.

4. A large black dog stood on the steps of the house.
5. Longfellow wrote several beautiful poems for children.
6. People have come to America from many different countries.
7. Tell was a skillful archer of Switzerland.
8. The largest body of fresh water in the world is in America.
9. After many fruitless attempts, he abandoned the enterprise.
10. A lady's society is a school of politeness.
11. Bacon's essays contain valuable information.
12. Alas ! very few came back.



In the diagram, interjections are not connected with the sentence.

